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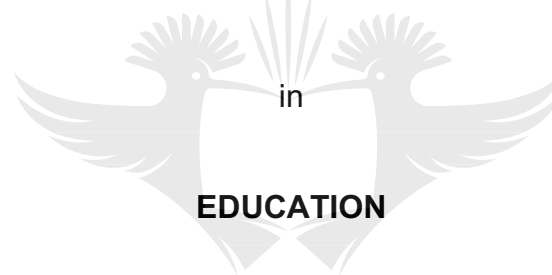
**FACILITATION OF EDUCATORS TO MANAGE THEIR LIVED
EXPERIENCES OF AGGRESSION AT A TECHNICAL VOCATIONAL
EDUCATION AND TRAINING (TVET) COLLEGE**

By

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Thesis Submitted in Fulfilment of the Requirements for the Degree

PHILOSOPHIAE DOCTOR EDUCATION



EDUCATION

at the

UNIVERSITY
OF
FACULTY OF EDUCATION
JOHANNESBURG

of the

UNIVERSITY OF JOHANNESBURG

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CO-SUPERVISOR: PROF M POGGENPOEL

OCTOBER 2019

TURNITIN REPORT

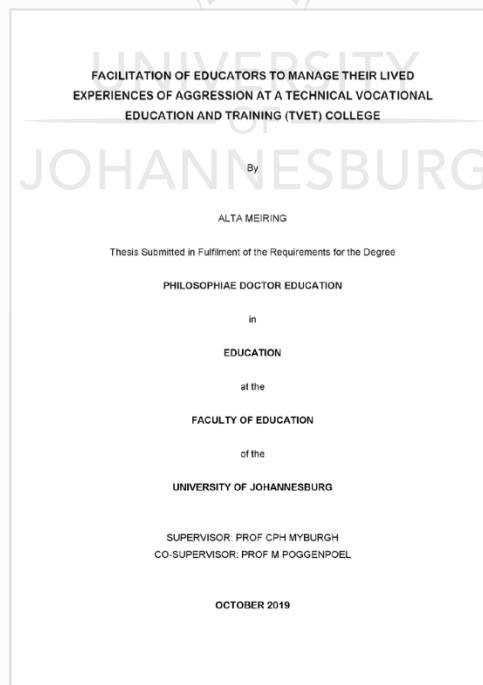


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Submission author: A MEIRING
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Submission title: FACILITATION OF EDUCATORS T...
File name: 2019 ALTA MEIRING TURNITIN DR..
File size: 449.63K
Page count: 222
Word count: 57,905
Character count: 334,857
Submission date: 22-Oct-2019 09:16AM (UTC+0200)
Submission ID: 1197898762



ACKNOWLEDGEMENTS

I wish to acknowledge and thank:

- My supervisor, Professor Chris Myburgh, for his support, encouragement and insight. His ability to motivate and inspire me kept me focused to persist and persevere throughout this long journey, his words of wisdom and always believing in me.
- My co-supervisor, Professor Marie Poggenpoel, for her skilled guidance and sharp insight into this research study, her continued support, interest and words of encouragement, inspiring me to continue, never 'giving up' on me.
- My husband, Deon du Plessis, for his patience and continued support, sacrifices made, always standing beside me, upholding me.
- My son, Henry-James Meiring and my daughter, Leane Meiring inspiring me and believing in me...*this is for my children.*
- My family and friends for their continued support.
- The lecturers who shared their experiences of aggression, may your journeys be blessed.
- Leatitia Romero, for her inner commitment, invaluable editing skills and her sincere sensitivity towards my research needs:
- And last but most important, my Heavenly Father, for enabling me to keep my faith and complete this research study. To God be the glory forever and ever!

SUMMARY

Aggression seems to be a global phenomenon of concern. Even more so in the workplace and schools, where aggression appears to be on the increase. The researcher became interested whether aggression manifests itself at Technical Vocational Education and Training (TVET) Colleges. The researcher asked two questions:

- *How do lecturers experience aggression on the campus of a Technical Vocational Education and Training (TVET) College?*
- *What can be done to facilitate lecturers to manage their experiences of aggression at a Technical Vocational Education and Training (TVET) College, for the benefit of their own mental health?*

The researcher intended to explore and describe the lived experiences of aggression from lecturers on the campus of a TVET college, with the purpose to develop a conceptual framework, leading to the development of a psycho-educational programme that can support lecturers to manage their lived experiences of aggression, for the benefit of their own mental health.

A qualitative, exploratory, descriptive and contextual research design was followed to achieve the purpose and objectives of this research study. The purpose of this study was to obtain an understanding of the lived experiences of aggression from lecturers on the campus of a TVET college. The results were utilised to develop a conceptual framework as a basis for a psycho-educational programme to facilitate lecturers to manage their experiences of aggression, for the benefit of their own mental health.

The three objectives identified for this study were to:

- explore and describe the lived experiences of aggression from lecturers on the campus of a TVET college;

- develop and describe a conceptual framework to facilitate lecturers to manage their lived experiences of aggression at a TVET college; and
- develop a psycho-educational programme to facilitate lecturers to manage their lived experiences of aggression for the benefit of their own mental health at a TVET college. Guidelines were also developed for the implementation of the psycho-educational programme.

The research was conducted in three phases to achieve the objectives of this research study:

- *Phase One*: Situation analysis, where the lived experiences of aggression from lecturers were explored and described by conducting phenomenological, individual, in-depth interviews on the campus of a TVET college. Purposive sampling was used for the selection of lecturers based on inclusion criteria until data saturation was achieved. Data analysis as well as a literature control were conducted to verify the findings of this study.
- *Phase Two*: The development of a conceptual framework was completed based on the three themes that emerged from the findings of this study. Central and relevant concepts were described in detail to facilitate the development of an internal locus of control for lecturers to manage their lived experiences of aggression.
- *Phase Three*: The development of a psycho-educational programme to facilitate the development of an internal locus of control for lecturers to manage their lived experiences of aggression for the benefit of their own mental health.

During *Phase One*, the researcher conducted individual, in-depth, phenomenological interviews with lecturers that were audio-recorded, and asked the following research question:

“How do you experience aggression on this campus of this TVET college?”

Field notes were written to ensure triangulation and reflexivity of this study. Tesch's eight steps of data analysis were applied to analyse the data. The model of Lincoln and Guba was used to ensure trustworthiness in this qualitative research study and to support the rigour of qualitative research, namely truth value, applicability, consistency and neutrality.

The central storyline that emerged was that lecturers experienced aggression as a flow of disrespect and a breakdown of communication at all levels in the college. Lecturers experienced aggression and deep levels of frustration as unfairness and favouritism was demonstrated in terms of workloads and benefits. Lecturers experienced aggression as disturbing in the workplace, which is supposed to be a professional educational environment within the context of education. Lecturers needed support to perform in a more professional way.

The themes and underlying categories of the lived experiences of aggression from lecturers that emanated from the data, included:

Theme One: Lecturers experienced aggression as disrespect and a breakdown of communication on all levels at the college, from top college management, campus management, colleagues and students.

Theme Two: Lecturers experienced aggression and deep levels of frustration with unfairness and favouritism demonstrated in terms of workloads and benefits.

Theme Three: Lecturers experienced aggression as disturbing in the workplace, which is supposed to be a professional, educational environment.

The three identified themes, including their underlying categories, were described in detail. The central concepts that were derived from the themes were the facilitation of the development of an internal locus of control for lecturers, to manage their experiences of aggression, which motivated the development of the conceptual framework in *Phase Two* of this study. The central and relevant concepts from the conceptual framework unfolded and extended to *Phase Three*, in the development of a psycho-educational programme. The focus of the psycho-educational programme

was to facilitate the development of an internal locus of control for lecturers to manage their experiences of aggression for the benefit of their own mental health. Lecturers should know that they have a choice whether to choose to use an external locus of control or an internal locus of control as a looking glass to view the world. The researcher also developed guidelines for the implementation of the psycho-educational programme.

Implied by the ideas of the late Victor Frankl (1946:76 & 77); Covey (2014:79-81) and Hardy (2016:3):

*Between stimulus and response, there is a space.
In that space is our power to choose our response.
In our response lies our growth and our freedom...*



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ABBREVIATIONS

| | |
|--------------|--|
| DHET | Department of Higher Education and Training |
| NEHAWU | National Education Health and Allied Workers' Union Trade union in South Africa |
| NSFAS | National Student Financial Aid Scheme – South Africa |
| SACE | South African Council of Educators |
| TVET College | Technical Vocational Education and Training College |
| WIL | Work-Integrated Learning – Workplace-based learning |



CHAPTER ONE

RATIONALE AND OVERVIEW OF THE RESEARCH

1.1 INTRODUCTION

Educators should be guided by professional and ethical codes of conduct. They should set examples, and be role models to learners, students and in their communities. People tend to look up to educators, teachers and lecturers. They are usually seen as mentors, trainers and instructors who are skilled and effective at teaching (Ormrod, 2019:13).

It was that busy, hectic and peak academic time of the year on the campus of a Technical Vocational Education and Training (TVET) College. Staff just left a heavily debated and heated staff meeting where the campus manager addressed them. As lecturers were on their way out, some comments were passed in agony and frustration. What ignited some lecturers to utter the following comments which were overheard after the staff meeting?

“It got to a point where I was too scared to ask questions because I did not want my colleague to be upset with me...”

“Sometimes, when my colleague loses it with me, it is so painful that it makes me wonder why do I make such an effort to work so hard...”

“Why am I an educator?”

The staff seemingly experienced emotions and feelings such as sadness, anger, hurt, pain, frustration, stress and anxiety (Dellasega, 2011:11-20). They repeatedly described how they have ‘had it’ with some of the other staff members. Some colleagues openly and aggressively expressed their experiences of aggression to the researcher. They can no longer even look at some of their colleagues without feelings of animosity and hurt. According to Fiske (2010:28), such deep negative feelings seem to be evidence of harm and aggression within a person.

During the staff meeting, the plea of the campus manager to all staff was to take good care of themselves and to support other staff members. It seemed that staff members were tearful, aggressive, grumpy and tired. The campus manager realised that lecturers were under pressure due to a strenuous and tight academic schedule.

It appeared as if aggression was increasing among the education staff, especially at a time of intense marking when marks of moderated assignments, tests and exams were due. High performance was required from all lecturers and some seemed not to cope because of an unmanageable workload. While listening to the expressions and comments from the lecturers, the researcher realised that experiences of aggression were also observed and experienced by the campus manager and other staff members. The comments reaffirmed the researcher's observation of increased experiences of aggression as indicated with the quotations at the beginning of this chapter.

Education is viewed as a profession founded on teaching, caring and collaboration where lecturers communicate their attributions for success and failures through the emotions they convey (Myburgh & Poggenpoel, 2009:447; Ormrod, 2008:438). Educational institutions are social and academic environments playing a role in the well-being and mental health of people, according to Kourkoutas (in Botha, 2014:1). Aggression in South Africa's secondary schools has become an increasing concern as people across all divides resort to aggressive behaviour to express their emotions and feelings of frustration (Breet, Myburgh & Poggenpoel, 2010:511). Secondary school learners were belittled and emotionally and verbally abused by educators (Myburgh & Poggenpoel, 2009:1-2). Learners experienced fear, anger and aggression in their school environment and needed support with the facilitation of their mental health (Naicker, Myburgh & Poggenpoel, 2014:1). Violence and aggression are not limited to learners; teachers also experience aggression in the teaching profession according to the South African Council of Educators (SACE) (2011:1).

Thus far, the words *educator*, *teacher* and *lecturer* were used interchangeably, although there are some differences in the meaning of the concepts for this study. For clarification purposes, the researcher wants to allude to the concept of lecturers as people with formal, recognised and registered qualifications who teach students in

higher education on tertiary level. Lecturers are perceived as 'intellectually skilled educators' who are part of formal learning aimed at students obtaining a formal and recognised qualification. Lecturers can make learning engaging, motivating and fun for students. It takes passion, dedication, drive, tenacity and self-belief to become a 'professional lecturer' (Difference between educator and teacher, 2016:n.p.). This study uses the word '*lecturer*' with reference to individuals teaching at TVET colleges in South Africa.

TVET colleges in South Africa, as public education institutions, comprise of 50 registered and accredited colleges with 264 campuses across rural and urban areas in the country. These public colleges are operating under the authority of the Continuing Education and Training Act 16 of 2006, as amended, under the Department of Higher Education and Training. The target set for public colleges was to enrol 1 238 000 students from 2019 to 2020. Staff members employed by these public colleges ranged from 17 583 in 2015, with the anticipation of employing up to a total of 20 000 staff members by 2020. Some of the larger colleges currently employ 880 academic and administrative staff members, according to the official website of TVET colleges (2019:n.p.) and the Department of Higher Education and Training 2014: White Paper for Post-School Education and Training in South Africa, to grow capacity in TVET Colleges.

Toerien (2014:3) states that due to the restructuring in higher education, lecturers at universities are faced with challenges due to student demographics, inclusivity and cultural diversity (The governance of merger in South African Higher Education; Research report prepared for the Council on Higher Education 2004, 2013:np). Lecturers may face similar challenges at TVET colleges in South Africa. Already, lecturers seem to be challenged with the additional workload as well as inferior and limited resources, increasing their experiences of aggression. Unmanageable workloads may further influence the endurance levels, perseverance and patience of lecturers. This leads to more frustration, stress, aggression and conflict in the educational environment due to the mental connections lecturers made between the things they need to do and things that happen on the campus (Ormrod, 2008:429; Ormrod, 2019:429-431). The researcher became interested in whether these changes

and challenges in higher education influenced the code of conduct, professionalism, aggression levels and mental health of lecturers at a TVET college.

Daily challenges that confront the lecturers at a college have a ripple effect on the culture of teaching and learning. The experiences of aggression from lecturers may affect the professional relationships between colleagues adversely, and it could touch on teaching and learning in a way that violates the right of others to be treated with respect and dignity (Naicker, 2009:6; Poggenpoel & Myburgh, 2006:70-90). Colleges, like universities, are social and academic environments that allow for the optimal development of socio-emotional and academic skills (Botha, 2014:1). The college landscape consists of multifaceted environments in which students, lecturers and others, engage in interactions of an academic nature. A college is a place where students are nurtured emotionally, socially and it gives them a sense of 'belonging' (Botha, 2014:1). Lecturers act as mentors and are providers of softer skills to a previously disadvantaged generation. Teaching and learning thus need to be all accommodating and inclusive to all students (Toerien, 2014:3).

Presently, research in South Africa on aggression arises from a national and international concern that this phenomenon has gradually increased (Botha, 2014:2). Researchers agree that schools, colleges and universities find it challenging to create a safe teaching and learning environment (Botha, Myburgh & Poggenpoel, 2013:5; Steyn, Myburgh & Poggenpoel, 2011:125). Extensive research into the experiences of teachers and learners have shown that aggressive social contexts breed aggressive behaviour (Breet, et al. 2010:511-512; SACE, 2011:n.p.). Experiences of aggression are evident in schools and such aggressive behaviours have a negative impact on various levels across the divides of age, gender, religious, culture and ethnic groups (Botha, et al. 2013:13; SACE, 2011:n.p.).

Learners and teachers at secondary schools in South Africa are affected by aggression in numerous ways that hamper effective teaching and learning (Myburgh & Poggenpoel, 2009:449; Breet, et al. 2010:512; Naicker, et al. 2014:794). It seems that their safety and human rights are threatened, which negatively impact on their social and mental health (Botha, et al. 2013:14; SACE, 2011:n.p.). The research by Toerien (2014:3) indicates that lecturers in higher education are faced with the same

daily challenges as schools, such as uncontrollably large classes, a wide range of age groups, outspoken and technologically advanced students. Increasingly, these challenges add to the unmanageable workload of lecturers and also place the infrastructure and human resources of colleges and universities under more pressure. Naicker, et al. (2014:1) state that one-third of all persons in South Africa have been exposed to one or more types of aggression. Aggressive behaviour seems to focus on demeaning people and it may even lead to losing motivation to continue with one's assigned tasks (Krahe, 2013:2-4). Findings suggest that workplace aggression could be confused with ambition, the quality of discipline, conflict and even power-play (Buss & Hawley, 2010:110-112). Aggression can hamper constructive communication and the quality of a person's work-life (Myburgh, Poggenpoel & Breetzke, 2011:307).

Siegel and Victoroff (2009:210-211) acknowledge the detrimental effects of systemic aggression in the workplace, which is of some serious concern to the employees. They find themselves in more disadvantaged positions due to aggressive behaviour and surrounding aggressive activities. Aggression in the workplace, be it verbal abuse, harassment, threats, or even physical abuse, have detrimental effects which harm the involved persons and the institutions in different ways (Coetzee & Schreuder, 2011:223-271). In extreme circumstances, aggression in the workplace may be a key contributing factor to institutions failing to achieve their vision, mission and goals (Krahe, 2013:13). In any institution, even the more established ones, aggression can de-motivate even the most dedicated and committed staff establishment (Muchinsky, Kriek & Schreuder, 2009:309-311; Schreuder & Coetzee, 2012:225).

Aggression, in general, is considered to be any behaviour carried out by an individual with the intent to cause harm to another person. Aggression aims to instil mental pain, emotional harm and physical hurt that can be destructive, disruptive or antisocial behaviour, negatively affecting individuals and their mental health in various ways (Long, Long & Whitson, 2009:2-6; Botha, 2014:2-4; Naicker, 2009:6; Healthline, 2015:n.p.). Sometimes, aggressive behaviour is directed towards a group of people, especially where a peer group acts as a means of reaching a 'target' (Botha, 2014:2). Whether aggression is aimed at individuals or groups, a defining feature of aggression is the pre-set, determined intent or motivating factor to harm or hurt physically,

emotionally, directly or indirectly, violating the human rights of an individual (Breet, et al. 2010:515; Oosthuizen, 2010:82-83; Myburgh, Poggenpoel & Fourie, 2019:1).

Kourkoutas (2012:2) views aggression as *relational aggression*, which is goal-orientated intentional behaviour where individuals intend to punish, hurt, harm or damage another person's sense of belonging and destroys relational status. The emphasis is on an intention to harm interpersonal and social relationships and friendships. Relational aggression refers to the use of psychological and social behaviours rather than physical aggression to cause harm (Botha, 2014:2). Relationally aggressive behaviours include withdrawal of friendships, relationships, rejection, exclusion, ignoring and victimisation, according to Wagner from GAPRA – Global Alliance for Preventing Relational Aggression (2011:n.p.). These behaviours to deeply hurt another person's socio-emotional well-being, sense of belonging and becoming, are mostly covert aggression and it is difficult to be aware of it or even to intervene in such relational experiences of aggression (Dellasega, 2011:14-20; Botha, 2014:2-4).

Forms of aggression are often mixed, according to Siegel and Victoroff (2009:210-213), and it seems empirically obvious and universally accepted that aggression is not a unitary phenomenon, but that there is more than one type of aggression. Since aggression cannot be explained in simplistic ways, it seems that there is value in reducing the broad spectrum and diversity of aggression into two main categories for this study. The first category is *overt – affective aggression*, which is also known as reactive, defensive, or hostile aggression (Siegel & Victoroff, 2009:210; Long, et al. 2009:2-11). Affective aggression includes all the forms of aggression with the exception of predation, which is associated with fear or threat. The second category is that of *covert – predatory aggression*, which is also referred to as proactive, premeditated, or instrumental aggression. Research from Baron and Neuman (1998:446-461) and Fiske (2010:129 & 133), refer to forms of aggression manifesting as active or passive, direct or indirect, and physical or verbal aggression. Aggression seems to have a negative effect on the emotional, spiritual, physical and mental health of an individual (Dellasega, 2009:52-58; Krahe, 2019:13-28; Siegel & Victoroff, 2009:210-213; Whitson, 2014:n.p.).

On the one hand, with this study the researcher wanted to focus on the experiences of aggression where an open and clear intent to harm is evident, such as *predatory aggression* or *overt aggression*, explicitly and openly expressed, showing no remorse. On the other hand, experiences of *affective aggression* or *covert aggression* were also explored, where there are relatively subtle, implicit, disguised or hidden intentions to harm (Baron & Neuman, 1998:458; Botha, 2014:3). *Relational aggression*, seen as part of covert aggression, was also explored and described, focusing on the relationships between lecturers as colleagues (Dellasega, 2011:2-12).

Against this backdrop of rising aggression and the multiple dimensions of aggression in educational environments in South Africa, the researcher conducted the research. The intent with this study was to explore and describe the experienced aggression that may contribute to feelings of incompetency, hopelessness, helplessness, lack of authority, insecurity and power-play between lecturers (Dellasega, 2011:26). Lecturers grapple with complex and multiple demands in an educational environment and are sometimes overwhelmed by experiences of powerlessness, fear, frustration, anger and aggression, inevitably detrimental to their mental health (Gotlieb, 2013:67-69). These lived experiences of aggression from lecturers at a TVET college in South Africa were considered a pivotal point for this study.

1.2 RATIONALE

Aggression forms part of the everyday life of individuals in society and is increasingly seen in South Africa as seemingly evident in educational institutions, leading to more interest and increasing concern about the destructive nature of aggression (Breet, et al. 2010:511; Krahe, 2013:3). Occasional outbursts of aggression in everyday life seem to be accepted and are sometimes viewed as normal, impacting on the lives of individuals, such as the lecturers (Naicker, et al. 2014:2).

In accordance with the two main categories of aggression identified for this study, *covert – affective aggression* appears to be the more sophisticated behaviour with a hidden agenda, mainly conducted by adults, whereas *overt – predatory aggression* more readily manifests itself in the open, such as the aggressive behaviour of children. According to Botha (2014:5), there is an evident parallel between the bullying of

children and aggressive manifestations in adult behaviour later in life when men express aggression more through physical manifestations and women express aggression more through indirect and relational forms (Dellasega, 2011:32). Aggression manifesting as *assertive behaviour* reflects a person who behaves in a determined way so that people do not make them do things they do not agree to do. *Assertive behaviour* is aimed at protecting a person's own becoming and belonging, also referred to as assertive anger expression (Whitson, 2014:n.p.; Botha, 2014:2-4). *Assertive behaviour* includes defensive and reactive behaviour which relate to *affective aggression* with emotional responses (Myburgh & Poggenpoel, 2009:445).

Aggressive behaviour can be reactive or in retaliation. It can also be proactive, as an attempt to provoke a victim (Dellasega, 2011:32-33). Aggressive behaviour presents itself as part of people's daily lives and is the focus of many daily newspapers, magazines and social media networks such as Facebook, Twitter and YouTube, to mention a few (Krahe, 2013:25). People experience or observe aggressive behaviour and they seem to be 'at risk' daily (Bergh & Theron, 2009:176; Coetzee & Schreuder, 2011:223-230; Breet, et al. 2010:511; Krahe, 2013:3).

Aggressive behaviour seems to stem from a misunderstanding of what behaviours are appropriate and acceptable within a specific situation, such as the context of education (Fiske, 2010:330; Buss & Hawley, 2010:2-12). Lecturers appear to be 'at risk' when facing their lived experiences of aggression, frustration and violence, manifesting within and around them. Lecturers, just like teachers, primarily experience a loss of power and control in their professional lives (SACE, 2011:n.p.). Lecturers seem helpless and powerless, left to the fate of hopeless situations on the campus of the college (Botha, et al. 2013:1). The increase of experiences of aggression seems to impact on the mental health of lecturers in a negative way, adversely affecting the culture of teaching and learning on the campus, and was the focus of this study (Breet, et al. 2010:511; Naicker, et al. 2014:2).

Aggressive and destructive behaviour that occur in families and in society, spill over to the schools, colleges and universities, giving rise to the increase of aggressive behaviour in educational environments (Botha, 2014:2; Toerien, 2014:3-6). Limited research is readily available about the lived experiences of aggression from lecturers

at higher education institutions in South Africa, and this study is the first to focus on TVET colleges. The researcher intended to bridge the gap in the educational research field by exploring and describing the lived experiences of aggression from lecturers on the campus of a TVET college. A conceptual framework was developed leading to the development of a psycho-educational programme to facilitate lecturers to manage their experiences of aggression for the benefit of their own mental health.

1.3 PROBLEM STATEMENT

According to Mouton (2013:28-29), research should be meaningful and appropriate to be scientific research, and it should be the pursuit of valid knowledge that contributes towards individual, institutional and professional development and growth. Aggression in the workplace and educational environments are a global concern underlined by Myburgh and Poggenpoel (2009:2-3) in their research.

Lecturers are constantly in interaction with colleagues and students, teaching in challenging circumstances (Botha, et al. 2013:5; Naicker, 2009:2). Lecturers can turn to aggression when they become frustrated and are unable to rectify or verbalise a situation effectively (Myburgh & Poggenpoel, 2009:3). Aggressive behaviour involves expressing thoughts, feelings and opinions in a way that violates other individuals' rights to be treated with respect and dignity, according to Naicker, et al. (2014:6).

Research has been done on the different dimensions of aggression in educational environments, with the focus on relational aggression between teachers and learners, highlighting the detrimental effect on the culture of teaching and learning (Ormrod, 2019:440-442; Botha, 2014:1; Naiker, 2009:15; Steyn, et al. 2011:126). Studies conducted in different provinces in South Africa confirmed that teachers experienced aggression in schools (Myburgh & Poggenpoel, 2009:447). Anger and aggression in South African schools are a source of great concern to teachers, lecturers, educationists, as well as psychologists and sociologists. When teachers and lecturers experience stress, it may result in anger and frustration that release itself through acts of conflict, harm, harassment, criticism and physical violence (Naicker, 2009:3-5).

According to Myburgh and Poggenpoel (2009:447-449), a lack of communication can result in aggression. Physical violence manifests in hitting, scolding, slapping, insulting and even 'shaking' of individuals in schools (Naicker, 2009:5). Anger, violence and aggression are experienced in many classrooms and have a detrimental influence on the mental health of those involved (Myburgh & Poggenpoel, 2009:451). Aggression seems to be rife in educational institutions and does not only impact on the teaching and learning environment but it also negatively affects the mental health, sense of well-being and the attitudes of learners and teachers alike (Myburgh & Poggenpoel, 2009:445). Findings from Botha, Myburgh and Poggenpoel (2013:13) highlight that male teachers are more likely than female teachers to use verbal and physical aggression. Experiences of aggression take on many forms in educational environments, such as emotional abuse, verbal abuse, physical abuse and psychological abuse (Naicker, et al. 2014:2).

Bjorkqvist, Osterman and Hjelt-Back (1994 & 2004:173-184) published an article on 'Aggression among university employees' which was based on administrative and lecturing staff's experiences of aggression at a university. A recent study by Toerien (2014:7) similarly explored and described how lecturers in a faculty at a university experienced aggression. The studies of Bjorkqvist, et al. (1994 & 2004:173-184) and Toerien (2014:7-9) indicated that various forms of aggression were observed and experienced by the participants working in a higher education institution, to the detriment of their own mental health.

The drive and motivation for this study were to determine how lecturers experience aggression at a TVET college. In view of recent changes in Higher Education in South Africa, the focus moved to grow capacity at TVET colleges. The 2015 minister of Higher Education and Training, Dr Blade Nzimande, mandated in his strategic plan of 2015 to 2020 that TVET colleges should play a crucial role in transforming post-school education in order to ensure access for more students. This vision is espoused in the National Development Plan of 2015 to 2020, where it is envisaged that headcount enrolments at TVET colleges should reach 2.5 million by 2030 (See Annexure A). The challenges that the TVET sector is facing in implementing such a plan may leave lecturers frustrated, stressed, demotivated and with an overload of work due to the diverse programmes offered at TVET colleges (TVET Colleges, 2019:n.p.).

Programmes presented at TVET colleges differ from programmes on University level in South Africa, in the way that students gain access to Higher Education via their matriculation (Grade 12) results and grading. Students passing with Diploma grading may study at a TVET college, whereas students with a degree grading may study at a University (South Africa's Council of Higher Education, 2004, n.p.).

Since limited research is available in higher education, especially with the focus on TVET colleges in South Africa, the researcher wanted to explore whether the experiences of aggression from lecturers have a detrimental effect on their mental health, influencing the culture of teaching and learning on the campus (Mental Health, 2016:n.p.). The intention was to equip lecturers with relevant knowledge, understanding, insight and skills about their lived experiences of aggression. A description of a conceptual framework followed as the basis for the development of a psycho-educational programme to facilitate lecturers in managing their lived experiences of aggression for the benefit of their own mental health.

The focus of this study was on Post Level 1 lecturers, who were actively involved in the process of teaching and learning at the college. Post Level 1 lecturers are staff on entry-level at a TVET college. Lecturers should have been lecturing for a minimum of three years to participate in this study. Lecturers lecture six hours daily and are expected to be on campus for a minimum of seven hours per day. Lecturers who seemingly experience daily frustrations, stress and aggression in managing their own classes and diverse student groups, were considered for this study. The administration staff were not included in this study.

Manifestations of aggressive behaviour and experiences from lecturers who are role models to students and society, created an opportunity for the researcher to explore and describe how seemingly 'professional' lecturers could be involved in acts of aggression in education (Ormrod, 2019:425-429). Questions came to mind, and the purpose and objectives of this study were to ask and answer the following questions:

- *How do lecturers experience aggression on the campus of a Technical Vocational Education and Training (TVET) College?*

- *What can be done to facilitate lecturers to manage their experiences of aggression at a Technical Vocational Education and Training (TVET) College, for the benefit of their own mental health?*

1.4 PURPOSE AND OBJECTIVES

The purpose of this study was to obtain an understanding of the lived experiences of aggression from lecturers on the campus of a TVET college. The results were utilised to develop a conceptual framework as a basis for a psycho-educational programme to facilitate lecturers to manage their lived experiences of aggression, for the benefit of their own mental health.

The three objectives identified for this study were to:

- explore and describe the lived experiences of aggression from lecturers on the campus of a Technical Vocational Education and Training (TVET) college;
- develop and describe a conceptual framework to facilitate lecturers to manage their lived experiences of aggression on the campus of a Technical Vocational Education and Training (TVET) college; and
- develop a psycho-educational programme to facilitate lecturers to manage their lived experiences of aggression for the benefit of their own mental health, on the campus of a Technical Vocational Education and Training (TVET) college. Guidelines were also developed for the implementation of the psycho-educational programme.

1.5 PARADIGMATIC PERSPECTIVE

A paradigm is a person's view of the world, a perspective and even a way of breaking down the complexity of the real world into 'understandable chunks' (Covey, 2014:38). Coined by Thomas Kuhn (in Mouton, 2013:203-208), a 'paradigm' is a frame of reference, a world view or a basic set of beliefs that underpins the study. The data that

qualitative researchers work with are complex as it generally consists of multiple concepts. Myburgh and Strauss (2015:16-17) agree that a researcher's paradigmatic perspective is the manner in which a researcher looks at the world and the research problem. The researcher was able to identify the contextual factors relevant to this research, such as the meta-theoretical, theoretical and methodological assumptions from the different domains, as a framework for observation and understanding (Babbie, 2010:33). A paradigm refers to the researcher's viewpoints about a specific phenomenon and outlines how the phenomenon is approached with regards to theory and methodology (Myburgh & Strauss, 2015:17).

Since the researcher was aware that no research is free of values, it was important to indicate and briefly explain the relevant assumptions within the context of this study. The paradigmatic perspective entails the meta-theoretical, theoretical and methodological assumptions as discussed in the following sections.

1.5.1 Meta-theoretical assumptions

Meta-theoretical assumptions are the core beliefs or value convictions that reflect the researcher's understanding and beliefs about a person and the environment. It includes the role of the human being as it is reflected in the society or community. According to the Theory for Health Promotion in Nursing (University of Johannesburg, 2017:4), the core beliefs have no epistemic foundation and are mostly philosophical in origin. Therefore, the researcher's assumptions regarding a person and the integrated environment were based on it.

Since it is directed and guided by specific beliefs, perceptions and feelings, it naturally follows that the researcher's assumptions are a true reflection of her own core beliefs, paradigm, and have the possibility of influencing the research. According to Myburgh and Strauss (2015:16), these beliefs are often at the core of the researcher's humanity, are not debatable, and fall within the context of their world. Meta-theoretical assumptions are researchers' interpretations of their own beliefs and conceptions about the nature and reality of human beings and their world. It is their views about humans and their environments, and how they interact with internal and external influences (Toerien, 2014:11). Myburgh and Strauss (2015:1) confirm that these

paradigmatic beliefs and perceptions are fundamental to human existence and are important in qualitative research for reliability, validity and trustworthiness since the researcher is the main instrument of the research. No research findings can be conclusively proved on the basis of empirical research data, as stated by Mouton (2013:174).

The assumptions of this study include, but are not necessarily limited to, the paradigmatic perspective from the Theory for Health Promotion in Nursing (University of Johannesburg, 2017:4). A person is seen holistically in interaction with the environment in an integrated manner. The following meta-theoretical assumptions are defined as they apply within the context of this study.

1.5.1.1 Person

A human being or person in this study refers to a unique individual, in that no two persons are alike (Mouton, 2013:67). A person interacts and integrates with their internal and external environments in a dimension of 'wholeness' (University of Johannesburg, 2017:4; World Health Organisation, 2007:13).

Individuals have their own special qualities and inner spirit that defines them (Gottlieb, 2013:67). In this study, a person is a lecturer within an educational environment. It is an individual who forms part of an integrated, diverse and complex psycho-educational dimension, inevitably transferring morals and values. Seemingly, lecturers are distinct in their human interactions, roles and relationships, and have the potential to influence the behaviour of other human beings (Muchinsky, et al. 2009:364).

Lecturers are perceived to be autonomous human beings who can make their own decisions and should take responsibility for such decisions, for the benefit of their own mental health. Lecturers who experience aggression are seemingly constrained, as if they are victims of their circumstances, when focusing on the events happening on the campus. Lecturers seem to be unable to draw from their inner strength by realising they have the power of choice, deciding how their experiences of aggression will affect their professional lives, and that they are not merely actors. These assumptions inspired the researcher and framed this study.

1.5.1.2 Environment

The environment is both internal and external. The natural internal environment of humans comprises body, mind and spirit (Gottlieb, 2013:67). The external environment consists of the significant others and the context in which this study is conducted (University of Johannesburg, 2017:5). The external environment for this study refers to the educational environment at a TVET college, comprising of management, lecturers and students. It is an academic environment where people function together on multiple and diverse levels of interaction, teaching, learning and communication to gain work and life skills which are important for personal development (Toerien, 2014:12).

The internal environment reflects on the body, mind and spirit of every unique lecturer who willingly and freely participated in this study (Gottlieb, 2013:67-68). It inevitably includes their integrated systems of values, morals, norms and ethical views. The meaningful interaction between the internal environment and the external environment seems necessary and beneficial for the mental health of a person (University of Johannesburg, 2017:4-7).

The educational environment may also include infra-structure and the maintenance thereof, as well as limited resources and the relevancy to the culture of teaching and learning. It seems to be a challenge faced by lecturers when lecturing to large, diverse groups of students from multi-lingual and multi-cultural backgrounds, in inadequate classrooms, adding to their unmanageable workload and aggression. An educational environment enabling aggression seems to 'flame' lecturers to focus on the external environment, perceiving themselves as 'victims' on the campus.

1.5.1.3 Mental health

Mental health is considered to be an integral part of health. Health is a state of being 'whole' and 'complete' – being in-tact and in contact with self; spiritually, mentally and physically (University of Johannesburg, 2017:3-6). Mental health therefore refers to physical, mental and spiritual wholeness. A person who is considered to be whole is an individual whose mind will influence body and spirit, and vice versa. It is mainly

determined by patterns of interaction between people's internal environment and external environment (Naicker, 2009:15). A mental health approach is based on the understanding of the importance of relationships and their connections between individuals and their communities (Poggenpoel & Myburgh, 2009:64). As pointed out by Adelman and Taylor (in Chetty, 2013:17 & 23), a mental health approach helps to protect, promote and maintain the mental health of individuals.

Health is viewed on a continuum from maximum health to minimum health, and illness on a continuum from minimum illness to maximum illness. This would indicate that there is health potential in an ill person and illness potential in a healthy person (University of Johannesburg, 2017:7-10; World Health Organisation, 2007:1-7). Mental health generally refers to virtues such as love, warmth, kindness, responsibility and gratitude (Poggenpoel & Myburgh, 2009:3-5). It is also the capacity of an individual to interact with and promote relational abilities for effective communication (Botha, et al. 2013:3). Mental health refers to mental and emotional well-being. It is a person's ability to reach their full potential, have good self-esteem and be confident (World Health Organisation, 2007:1-7). A person with good mental health interacts and works well with other people, forms positive relationships, and is able to handle and manage change and uncertainty well (Hauptfleisch & Rheeder, 2017:13; Mental Health, 2016:n.p.). This study reflected on the experiences of aggression and its effect on the mental health of lecturers.

1.5.2 Theoretical assumptions

Theoretical assumptions form the basis of researchers' conceptual frameworks, refer to the theories that they adhere to, and are explanations of what they are thinking (Myburgh & Strauss, 2015:16). Theoretical assumptions can be confirmed against existing and recognised theory applicable to the specific research discipline and theoretical guidelines (Mouton, 2013:173). The researcher conducted the research openly and inductively, and went into the field to research the phenomenon of aggression as experienced by lecturers. The researcher used an interpretive, individual, phenomenological approach, being open to the meanings attached by the lecturers to the phenomenon of aggression being explored (Breet, et al. 2010:512).

The researcher fully immersed herself in the interactions and descriptions as expressed by the lecturers. The researcher's paradigm, as an interpretational framework, might have influenced this specific study since it was guided by her own personal, biased assumptions, understandings, interpretations and perceptions (Creswell, 2013:251; Botha, 2014:3). However, the researcher did not intend to influence or guide the lecturers' expressions about their lived experiences of aggression during the research process. As a lecturer at a TVET college, the researcher remained sensitive and refrained from impacting this study to ensure a trustworthy theoretical framework.

In conclusion, the following theoretical assumptions were important for this study, as adapted from Mouton (2013:46-51; 65 & 174) and the Theory for Health Promotion in Nursing (University of Johannesburg, 2017:4-8):

- Every lecturer is a unique human being with personal attitudes and perceptions
- Every lecturer has attributes, abilities and potential that can add value to other human beings
- The 'community' refers to lecturers in the specific context of an educational environment within a culture of teaching and learning
- The specific educational environment is an identified campus of a TVET college
- The psycho-educational environment includes the dynamics and interpersonal interactions between the lecturers, management and students

1.5.3 Definitions

Relevant and central concepts needed to be clarified in order to understand and comprehend the conceptualised background of this study. Therefore, it was necessary to define and describe the following key concepts that were significant to this study.

1.5.3.1 Facilitation

Facilitation can be seen as a dynamic interactive process to promote mental health through the creation of a constructive environment, mobilisation of resources, as well as the identification and bridging of obstacles to enhance positive health (University of Johannesburg, 2017:7). A facilitative environment offers the person time and space to explore unresolved issues, to recognise opportunities and find solutions to the difficulties experienced (Chetty, 2013:30). Facilitation refers to a versatile intentional strategy that can be applied to promote behaviours in participants who are receptive, motivated, interconnected and informed (Babbie, 2010:12-13). Facilitation implies a process of actions or results, enabling something to happen in order to move forward (Babbie, 2015:25-34; Mouton, 2009:24-27).

For this study, facilitation is seen as the dynamic interactive process to support lecturers to manage their lived experiences of aggression for the benefit of their own mental health within an educational environment. The facilitation process aimed to equip lecturers to be knowledgeable, informed and have insight about their lived experiences of aggression, growing towards self-actualisation (Johnson, 2014:12-22). Facilitation was conducted to promote mental health, which includes a well-balanced state of mind, spirit and body to protect, promote and maintain the well-being of every lecturer (University of Johannesburg, 2017:2; Toerien, 2014:14).

1.5.3.2 Lecturer

Lecturers are 'skilled educators' who lecture professionally and are members of a faculty, department or programme at a college or university. Lecturers have a qualified status to teach in Higher Education and they are equipped with relevant qualifications and skills. Lecturers have to adopt different roles to cope with the demands of students, colleagues, parents, communities and the institution of higher education where they lecture (Toerien, 2014:11).

Lecturers participating in this study had to be teaching at a TVET college. Lecturers are considered to be 'professional educators and skilled teachers', responsible for teaching students and preparing them for the workplace (Difference between educator

and teacher, 2016:n.p.; Toerien, 2014:11). In this study, lecturers represented the academic staff on Post Level 1 at a TVET college, as part of the higher education band in South Africa. Lecturers are accountable and responsible for their own planning and presentation of lessons, assignments, tests and exams, including the marking of all such work as stipulated in the policies of Higher Education and Training and the Continuing Education and Training Act 16 of 2006.

According to the researcher's beliefs, as well as her interpretation of the world, lecturers are educated and knowledgeable human beings with relevant professional teaching qualifications, or furthering their studies to be fully qualified. Lecturers are shaping the thoughts and minds of students in preparing them for the workforce. Lecturers are from a wide range of social and cultural backgrounds, embracing their own beliefs, needs, emotions and experiences (Toerien, 2014:11).

1.5.3.3 Management

Management generally refers to an act or skill of controlling or making decisions and includes a process of deciding how to use or implement something (Bazeley, 2009:18). Management implies an orderly way of thinking and it is a method of operating. Management can impact on staff members and institutions in the way managers make decisions and interact with staff, sometimes by hindering positive communication or miscommunicating to them, leading to unhappy staff (Hauptfleisch & Rheeder, 2017:8-9).

There is no single accepted definition for educational management as the development is observed in several disciplines such as business, economics, political science and sociology. Definitions of educational management may reflect the particular sense of their authors, such as the definition by Paul Monroe that educational management is a comprehensive effort dealing with educational practices (Preserve Articles, 2015:n.p.). Educational management operates in educational institutions such as schools, colleges and universities. Myburgh and Poggenpoel (2009:450) state that educational management is the dynamic side of educational practices. It describes, in operational terms, what is to be done, how it is to be done, and how one knows what one has done. Educational management is the theory and

practice, the organisation and administration of existing educational institutions and systems (Educational Management, 2019:n.p.).

Educational management is concerned with resources such as human resources, physical and material resources and ideational resources. Ideational resources are based on ideas, ideals, heritage, curriculum, methods of teaching and innovations (Educational Management, 2019:n.p.). Educational management encompasses the teaching and learning process and should add to the performance of educational activities in building an academic culture at a college. Effective educational management comprises relational management and effective communication to create feelings of belonging, self-satisfaction and involvement between lecturers (Hauptfleish & Rheeder, 2017:13).

1.5.3.4 Management of aggression

This study refers to educational management in the way that lecturers are able to manage their lived experiences of aggression, and it may include a process of planning and outlining goals for their professional life. To manage experiences of aggression indicates personal power or influence, and according to Fiske (2010:36), aggression can be managed by knowing that the source of 'personal' power resides within a person and is not necessarily attached to the power of a position being held. Management of aggression calls for accountability, dynamism and proactivity from lecturers (Covey, 2014:22). The power and skills are based within the lecturers to manage their lived experiences of aggression on the campus of a TVET college, since each situation calls for a different response (Frankl, 1946:85-87; Toerien, 2014:15).

1.5.3.5 Lived experience

Longmans Dictionary for Contemporary English (1995:479) states that experience generally refers to not only having knowledge from books but implies the state of knowing and having learnt a lot. Experience is about life and what one has learnt from the world. It includes events that have happened to a person and to other people. Nobody is able to select only certain experiences, but when one undergoes a specific experience, meanings are assigned and these meanings acquire a personal

dimension (Frankl, 1946:29-50). Some experiences are dominated by affectivity, with both denotative and connotative components of meaning being present, depending on the degree of involvement and the quality of the experience (Mouton, 2013:181-182; Meaningful life, 2018:n.p.). Therefore, experience also relates to something that happens to a person and affects or influences a person in some way directly, whether positively or negatively. Experience is what a person has witnessed, faced or observed and it gives a person knowledge and an understanding of the real world (Toerien, 2014:14). This study explored and described the lived *experiences* of aggression from lecturers, and for this purpose, the concept of *experience* can be broadly defined as extracted from Dewey (2012:n.p.):

“Experience broadly relate to something, or some events that happen to people in life. Experience affects and influences them in some way and they could have learnt valuable lessons from that or not.”

Lecturers may *experience* aggression in the following ways as adapted for this study from Fiske (2010:112) and Ormrod (2019:429 & 438):

- *Experiences* of mental and emotional aggression, for example, behaviours of aggression that is primarily verbal or symbolic in nature
- *Experiences* of emotional aggression, where behaviour is considered to be manipulative in its core nature with the intent to manipulate lecturers and to ensure a powerful position
- *Experiences* of aggression; mentally, emotionally and even physically with the intent to hinder lecturers from performing their jobs or duties, which may even impact on hindering the college in accomplishing its goals

Lived experiences indicate the events that have happened to the lecturers on the campus as members of a particular group and within a specific context. Lecturers shared similar experiences of aggression, determined by the quality of relationships

between the lecturers (Hauptfleisch & Rheeder, 2017:12-13; Muchinsky, et al. 2009:165).

1.5.3.6 Aggression

Aggression is of social concern to researchers in current times, according to Naicker, et al. (2014:2). Firstly, aggression is considered to be any behaviour that is carried out by an individual with the intent or motivation to cause harm to another person or a group of people. Secondly, aggression can be inclusive of angry or aggravated feelings. Anger and unhappiness are shown or expressed due to the fact that unfair treatment is somehow experienced. Siegel and Victoroff (2011:22) suggest that aggression is analysed not only by the expenditure of energy but also by the reduction of tension, which arises because some of these aggressive impulses are of necessity surprised or prohibited. Fiske (2010:29) describes the Social Learning Theory as the manner in which individuals develop an understanding of how and when to be aggressive. Aggressive behaviour develops through emulating the aggressive actions or behaviour that others model by way of their own experiences of rewards and punishments based on internal or external control of reinforcement (Rotter, 1975:56-67; Neuman & Baron, 1998:391-420).

Fiske (2010:29) states that aggression is antisocial behaviour and can be expressed in either a constructive or destructive way. Aggression expressed in a *constructive way* relates to *affective aggression* if it is about the survival and personal, healthy growth of an individual or group. According to Poggenpoel and Myburgh (2007:163; 2009:71), aggression is expressed in a *destructive way* when it harms the self, others, groups and the community, relating to *predatory aggression*.

This study recognised aggression as being harmful or hurtful to the belonging of a person, which include aggressive feelings, thoughts, perceptions and actions (Botha, 2014:2-4). The lived experiences of aggression from lecturers could also be viewed as behaviour that seems to be 'verbally attacking' another lecturer without provocation, but as a manifestation where an individual is striving for individual power or success (Myburgh & Poggenpoel, 2009:445-446; Whitson, 2014:n.p.). Aggression may entail

an outpouring of tension and inner frustration from lecturers as antisocial behaviour intended to harm or hurt others or objects on the campus (Fiske, 2010:329).

The researcher described aggression in this study as intentional behaviour with a definite purpose to accomplish a specific result or goal. However, it is experienced as socially unacceptable, undesirable and harmful behaviour (Toerien, 2014:14-15).

1.5.3.7 Technical Vocational Education and Training College (TVET college)

This study was conducted on the campus of a TVET college. A public TVET college is an educational institution under the auspices of the Department of Higher Education and Training (DHET) in terms of the continuing Education and Training Act, No. 16 of 2006, as amended. College programmes and qualifications are accredited by Umalusi, the council for quality assurance and the Council on Higher Education (CHE), referred to as the 'watchdog' over qualifications in Higher Education and Training authorities and Institutions in South Africa (TVET Colleges, 2019:n.p.; Council on Higher Education – CHE, 2011).

A TVET college offers education and training where students can follow a vocational study path that prepares them for the world of work by doing work-integrated learning (WIL). As mentioned in the FETC Act, as amended (No 16 of 2006:24), it is envisaged that TVET colleges should provide diversified programmes offering knowledge, skills, attitudes and values which South Africans require as lifelong learners (Coetzer, 2008:5; South Africa Council of Higher Education, 2004).

1.5.4 Methodological assumptions

Methodological assumptions are the assumptions made by the researcher regarding the methods used in the process of qualitative research (Creswell, 2013:140-142). It provided a foundation to the researcher and was a guideline for this study in an attempt to find answers and solutions. The methodology of research refers to the method, the way, or the manner in which the researcher is approaching challenges as well as finding answers and solutions during the research process. Methodological assumptions reflect the researcher's principles of the research design and include the

selection of the most appropriate methods that were used in this specific study in terms of planning, structure and the way in which the research was executed (Mouton, 2013:174-175). The postmodern constructivist philosophy of science indicates the importance of applying scientific reasoning and validation in the research process (Myburgh & Strauss, 2015:16). By employing this approach, the researcher attempted to explain the feelings of the lecturers as they experienced the phenomenon of aggression on the campus (Creswell, 2013:402).

An interpretive phenomenological approach was used for this study. It enabled the researcher to gain an in-depth level of meaning and understanding of the phenomenon of aggression as experienced by lecturers. The data were collected via audio-recorded, in-depth, individual interviews, while the researcher wrote field notes to be kept for reflection. The situation analysis formed the foundation of this study. The findings guided the researcher in developing a conceptual framework, leading to the development of a psycho-educational programme to facilitate lecturers to manage their experiences of aggression for the benefit of their own mental health.

This study followed a functional approach with the focus on logic and justification as well as the measures that were applied to ensure trustworthiness (University of Johannesburg, 2017:10). The researcher adhered to openness and was as explicit as far as possible by implementing logic and justification (Myburgh & Strauss, 2015:19). According to Creswell (2013:68-70), this process of research may assist to locate appropriate findings to enable justification. The relevant ethical principles and necessary measures to ensure trustworthiness, logic and justification were applied to ensure the rigour of this qualitative research study (Myburgh & Strauss, 2015:19-20).

Measures to ensure trustworthiness can be established by means of dense and rich descriptions from the research findings (Mouton, 2013:30). The researcher adhered to the four criteria of trustworthiness based on the model of Guba (in Creswell, 2013:252-253). The *truth value*, as the *credibility* of the research, reflects the faith that the researcher has in the authenticity of the research findings. *Applicability*, as *transferability*, demonstrates the degree to which the data may be applied to other research in other circumstances and contexts. *Consistency* shows the *dependability* and the extent to which the data remain consistent in similar situations and

circumstances. *Neutrality* ensures the *confirmability* of the data as received from the lecturers during this study (Lincoln & Guba, 1985:28 & 290-327; Krefting, 1991:214-217). These principles are explicated further on and in greater depth in Chapter 2.

1.6 ETHICAL MEASURES

Ethics are concerned with the application of moral principles to prevent harming others and include fairness and respect. Ethical principles are important in any form of research where it involves human beings (Creswell, 2013:225). Ethical principles are the fundamental principles that guide researchers and are based on human rights (Van der Walt & Van Rensburg, 2012:173). One of the ethical responsibilities of the researcher was to ensure that her biases were monitored and excluded from this study. Lecturers were treated with respect and dignity and were informed about likely risks. By applying ethical principles in the research process, harm to the lecturers was avoided and the feasibility of the study was ensured (Creswell, 2013:225-226; Toerien, 2014:21).

Permission to conduct this research was requested and acquired from the relevant TVET college. The principal was consulted and permission was requested from both the principal and the campus manager to conduct research on the lived experiences of aggression from lecturers on the campus of a TVET college (Annexure B). Consent and ethical clearance to conduct this research were given by the Faculty Research Ethics Committee of the University of Johannesburg (Annexure C).

Dhai and McQuoid-Mason (2011:14) identify four ethical principles that should be adhered to during research, namely autonomy, non-maleficence, beneficence, and justice.

1.6.1 Autonomy

The term 'autonomy' refers to a person's capacity for self-determination in the context of moral choices. Autonomy comes from the Greek word 'autos- nomos' meaning self-rule or self-determination (Merriam-Webster Online: Dictionary and Thesaurus, 2019:n.p.). People have the capacity to determine their own destiny and as such

should be respected since no destiny can be compared with another destiny (Frankl, 1946:85). Lecturers were invited to participate and willingly gave their informed consent to be part of this research process (Annexure D). Lecturers were asked to consent that their interviews may be audio-recorded. These recordings were only accessible to people with the necessary permission and clearance. The audio-recordings were kept safe in the researcher's office under lock and key in a cupboard. Informed, written consent was requested and obtained to audio-record the interviews, which were later transcribed to be available in written and verbal form (Brink, Van der Walt & Van Rensburg, 2012:39). (See Annexure E for the transcribed interview of Participant 4).

A summary of the research findings was disseminated in a research report to the lecturers, the principal of the TVET college, and the University of Johannesburg. All related data and evidence from this study will be destroyed two years after the publication of this research.

The lecturers were informed about the following important procedures for their own protection, as adapted from Gravetter and Forzano (2018:97-99):

- Lecturers could withdraw their participation at any time without any penalty
- Lecturers could refuse to disclose information for their own protection
- Lecturers' anonymity and confidentiality were protected at all times

Lecturers had the right to withdraw from the study at any time, refuse to give information and could ask questions about the study (Brink, et al. 2012:39). The lecturers were informed about the nature of the study and possible risks (Annexure F). The researcher monitored forms of bias to ensure that the data were accurate and fair.

The researcher acknowledged the rights and the responsibilities of every lecturer to be respected and honoured in a fair and just way. Dhali and McQuoid-Mason (2011:14) refer to autonomy as the basis of informed consent and respecting individuals'

confidentiality. Lecturers were able to exercise their right to willingly accept or refuse tasks and instructions if it seemed unfair or unjust. The capacity for self-determination and autonomous decision making rested in the hands of the lecturers, and high responsibility levels were placed on their shoulders. Autonomy respects and protects the human rights of participants to act purposely, with comprehension and no guiding influences (Toerien, 2014:22; Gravetter & Forzano, 2018:90-107). Lecturers had the right to withdraw at any time should they experience harm to their privacy (Burns & Grove, 2017:50-55).

1.6.2 Non-maleficence

Non-maleficence can be defined as avoiding the causation of harm. The first intent would be to avoid harm, derived from the Latin word – ‘primum non nocere’ (Merriam-Webster Online: Dictionary and Thesaurus, 2019:n.p.). The researcher needed to protect the lecturers from harm and had to respect and honour their confidentiality during the research process. Informed consent was obtained from lecturers (Gravetter & Forzano, 2018:97). The researcher had to ensure that the confirmation letters were received from the lecturers before any data were captured or released, to ensure the necessary protection of their privacy.

Non-maleficence was adhered to during this study with the main goal to ensure the safety and protection of the lecturers. According to Dhai and McQuoid-Mason (2011:14), the principle of non-maleficence entails that harm should be avoided. Lecturers participating in this study were treated fairly and with dignity in order to limit harm or harmful situations.

1.6.3 Beneficence

The term ‘beneficence’ refers to the positive actions that promote the well-being of others. It includes actions to benefit the best interest of the lecturers and to protect their human rights (Gravetter & Forzano, 2018:106). Positive actions towards the lecturers will promote their mental, spiritual and physical health. The researcher had their best interests at heart and promoted their positive welfare (Dhai & McQuoid-Mason, 2011:14). The human rights of the lecturers should not be violated. Every

possible effort was made to ensure that lecturers were at ease during the interviews. The researcher used proper observational and interviewing skills to manage each interview so that lecturers did not experience the infringement of their human rights (Muchinsky, et al. 2009:29-30). Beneficence was applied to promote the welfare and mental health of the lecturers.

1.6.4 Justice

The term 'justice' could be described as the moral obligation to act on the basis of fair adjudication between competing claims (AskDefine-dictionary and thesaurus, 2016:n.p.). Justice is linked to fairness, entitlement and equality, and includes respect for people's rights which is free from discrimination (Gravetter & Forzano, 2018:105-106). During this study, the researcher validated justice to all lecturers fairly and justly in the way that lecturers had the 'right' to be valued and a process of equality was evident. The research process did not discriminate or exploit vulnerable lecturers (Gravetter & Forzano, 2018:105). Respecting the basic rights of all lecturers was an underlying principle while conducting the research. Dhai and McQuoid-Mason (2011:14) argue that justice considers whether the individual is properly treated within the larger picture of society. Justice refers to equal share and fairness (Toerien, 2014:22).

Considering the nature of qualitative studies, and the interaction between the researcher and the lecturers, ethical challenges were covered and adhered to, and the collected information will remain private. The identity of the lecturers will be kept a secret to maintain their privacy, confidentiality and anonymity (Sanjari, Bahramnezhad, Fomani, Shoghi & Cheraghi, 2014:1-2). Audio-recorded interviews, field notes and transcribed scripts will be kept in a safe and secure place under lock and key, where only authorised people, with the necessary clearance to access the data, may request to receive it from the researcher (Creswell, 2013:226-227). All data will be erased and destroyed two years after the publication of this study.

1.7 THE RESEARCH DESIGN AND RESEARCH METHOD

The research design and method are discussed next.

1.7.1 Research design

A postmodern constructivist philosophy of science was adhered to in this study. This philosophy views individuals as seeking to understand the world in which they live and work (Creswell, 2013:23). The postmodern constructivist philosophy guided the researcher to gain insight into the lived experiences of aggression from the lecturers on the campus of a TVET college (Creswell, 2013:402).

This study involved the application of a variety of standardised methods and techniques in the pursuit of valid knowledge (Mouton, 2013:35). An important precondition was to have a well-defined research problem such as exploring and describing the lived experiences of aggression from lecturers on the campus of a TVET college. Thereafter, the development of a research design follows logically from the research problem and can best be defined as a set of guidelines and instructions to be followed in addressing the research problem (Mouton, 2013:107).

The disposition of the research question, namely to understand the lived experiences of aggression from lecturers at a TVET college, required a qualitative, exploratory, descriptive and contextual research design. This research design was suitable to gain new insight and a better understanding of the phenomenon of aggression as experienced by lecturers. Bruce, Klopper and Mellish (2011:36) indicate that the description of a phenomenon, such as aggression, takes place via concepts as the building blocks of a theory, leading towards the logical construction of a conceptual framework.

A qualitative, exploratory, descriptive and conceptual research design was used for this study and it will be discussed in the following sections.

Qualitative research was conducted with the purpose to explore and describe the lived experiences of aggression and the meaning lecturers have attached to their real situation on the campus. The specific context was taken into account and the researcher started with a search for understanding of the whole. Mouton (2013:107-108) refers to such research as the wholistic approach. Relationships and relational integration as it manifests in a specific phenomenon are key contributing factors in

qualitative research (Creswell, 2013:203). The researcher wanted to understand the meaning lecturers have attached to their own unique experiences of aggression (Bruce, et al. 2011:38). Qualitative research describes types, styles and similarities in order to understand the phenomenon under investigation in its entirety in order to develop insight and a detailed understanding (Creswell, 2013:203).

An **exploratory design** was used to **explore** the phenomenon under investigation and to gain insight into it. In this design, the researcher explored the lived experiences of aggression from lecturers on the campus by means of interviews. An open and flexible approach was used to generate new insights about their experiences of aggression. Data were collected during individual, in-depth interviews where open-ended questions were posed, free from judgement; this is called an exploratory study (Babbie, 2010:51; Creswell, 2013:215).

A **descriptive research** design allows the researcher to **describe**, in detail, an identified phenomenon. Mostly, a descriptive study entails obtaining rich descriptions of such a phenomenon (Creswell, 2013:249-251). In this study, it pertained to the descriptions about the lived experiences of aggression from lecturers at a TVET college. The detailed descriptions culminated into themes and assisted the researcher to develop a conceptual framework and a psycho-educational programme to facilitate lecturers to manage their experiences of aggression for the benefit of their own mental health (Creswell, 2013:241-242). Relevant themes were identified and interpreted with mutual consensus between an independent coder and the researcher, based on Tesch's thematic analysis method (Tesch, 1990:25-95).

A **contextual** design was followed where the research was conducted in a specific context. The findings of this study were unique because of the concrete, natural context where it was conducted. It is not intended to be generalised to a larger population but will focus on the immediate significance of the identified phenomenon: The lived experiences of aggression from lecturers on the campus of a TVET college (Creswell, 2013:210-211).

The contextual approach is unique to each specific research setting because it describes the individual characteristics and differences significant to the research

context of a specific study (University of Johannesburg, 2017:12). Once the findings about the lived experiences of aggression from lecturers on the campus were collected and described, these findings were contextualised and used to develop a conceptual framework and a psycho-educational programme to facilitate lecturers to manage their lived experiences of aggression for the benefit of their own mental health (Myburgh, et al. 2011:308). The research design is discussed in greater detail in Chapter 2.

1.7.2 Research method

The researcher followed a structured framework to conduct the research in three main phases as discussed in the following sections.

Firstly, **Phase One** was aimed at doing a *situation analysis* about the phenomenon of aggression and the lived experiences of lecturers on the campus of a TVET college. Creswell (2013:44) states that a situation analysis focuses on the situation or a specific context. The research method was phenomenological in order to study real-life human experiences described by people who are involved in the specific phenomenon (Toerien, 2014:20). A phenomenological study attempts to understand how people think, view and understand a particular situation. The researcher aimed to explore and describe the lived experiences of aggression from lecturers through individual, in-depth phenomenological interviews. The situation analysis included the interpretation of texts, field notes, as well as observations made from the lived experiences of the lecturers.

During **Phase Two**, the *conceptual framework* was developed from the results of the situation analysis. The conceptual framework formed a theoretical basis for the psycho-educational programme. Brink, et al. (2012:26) indicate that a theoretical framework is based on the statements proposed from an existing theory and a conceptual framework is developed and proposed by the relevant findings of the researcher's study. A conceptual framework refers to collected, transcribed, coded and analysed data. A literature study was done to verify and support the findings and to validate the interpretations and explanations made from the relevant data. Relevant and central concepts for this study were placed in relation to each other (Mouton, 2013:114).

Lastly, in **Phase Three**, the researcher focused on the *development of the psycho-educational programme* to facilitate lecturers to manage their lived experiences of aggression for the benefit of their own mental health. Guidelines to implement the psycho-educational programme were also developed. The psycho-educational programme may be adjusted should new insights arise from additional, relevant research, with the intention to add value to the effectiveness of the psycho-educational programme. During this phase, the researcher also reflected on conclusions, limitations and recommendations for further research. The significant contribution of this study is discussed and evaluated within the field of education in South Africa.

1.7.2.1 Phase One: Situation analysis

The researcher used an interpretive, phenomenological approach to focus on the lived experiences of aggression by the lecturers. The phenomenological approach entails how individuals make sense of their world and how they construct their everyday world. According to Creswell (2013:44 & 76), phenomenological hermeneutics refers to research that is orientated towards the lived experiences of human beings. It also aims to interpret and understand the texts of lived experiences as a means to arrive at a deeper understanding of human existence, such as the lecturers' experiences of aggression (Mouton, 2013:65).

The situation analysis was done by conducting field research where the researcher forms part of the larger phenomena in reality (Creswell, 2013:214). The field research was conducted within the context of an educational environment on the campus of a TVET college.

(a) Population and sampling

According to Myburgh and Strauss (2015:73), the population of a research study is a reachable, well-defined group of people identified as an accessible population. Lecturers at a TVET college were purposely sampled for the in-depth study of the phenomenon of aggression on the campus.

A sample is studied in order to explain the population from which they come. It includes a selection process of a portion of a larger group. The logic of purposeful sampling is that it purposely selects the participants (Mouton, 2013:134-140). Lecturers with 'lived experiences of aggression' at a TVET college were deemed suitable for this study and purposive sampling was viewed as appropriate to yield rich information from the lecturers. Relevant knowledge and related experiences were expected from selected lecturers. The applied research sampling is justified by Creswell (2013:205) stating that purposive sampling is used in qualitative research where the researcher selects the participants and the settings for the study, to purposefully inform an understanding of the research problem and central phenomenon of the study.

The following inclusion criteria were used in the selection process of lecturers from the campus of a TVET college:

The researcher included Post Level 1 lecturers on the entry-level, teaching for three years or longer, and for 30 hours per week in permanent academic posts. Lecturers report to Post Level 2 senior lecturers. Post Level 1 lecturers teach students on the National Certificate-Vocational (NCV) Programmes ranging from level 2 to level 4 on the National Qualifications Framework (NQF Levels). NCV programmes are aimed at students who did not pass matric, and constitute a three-year programme at the college to complete the L2, L3 and L4 qualification (TVET colleges official website, 2019:n.p.).

Permanent Post Level 1 lecturers who teach the three-year National Diploma qualification in the Report 191 programmes were also included. The Report 191 programmes are developed for students who have passed matric and want to further their studies in a programme that prepares them for work opportunities. The students need to complete an 18-month academic course at the college while simultaneously engaging in WIL. Thereafter, the students also have to complete another 18 months of practice or practical work as interns in a workplace to comply with the three-year National Diploma (TVET Colleges official website, 2019:n.p.). Lecturers need to be qualified with relevant teaching qualifications and should be registered with the professional council for educators in South Africa (SACE, 2011).

(b) Data collection

Different methods were used to collect data from the lecturers, such as interviews, observations and field notes (De Vos, Strydom, Fouché & Delport, 2011:15). The researcher conducted in-depth, individual, phenomenological interviews with lecturers about their lived experiences of aggression at a TVET college. Creswell (2013:44 & 76) indicates that the interview technique involves direct interaction between the researcher and the lecturers, and it is flexible and adaptable. The researcher collected the relevant data by conducting the interviews in English, and requesting lecturers to sign a confirmation that the interviews could be audio-recorded for authenticity and trustworthiness purposes.

The following open-ended research question was posed to the lecturers during the interviews:

“How do you experience aggression on this campus of this TVET college?”

Interviews were conducted one-on-one until data saturation was reached (Creswell, 2013:48). Data saturation was demonstrated when the lecturers repeated the same experiences ‘over-and-over’ during the interviews. To monitor data saturation, the researcher kept field notes as accurately as possible to record the lecturers’ experiences and to capture the necessary related and relevant data. The researcher used it for reflection and referral purposes to ensure trustworthiness and credibility (Myburgh & Poggenpoel, 2009:457-458). This process assisted the researcher and the lecturers in later reflecting on some experiences, and was kept as evidence. Discussions follow in Chapter 2.

(c) Data analysis

A systematic data analysis process of the collected data was conducted. For the purpose of this study, the researcher used the eight steps of the open descriptive method of data analysis based on Tesch’s thematic method (Tesch, 1990:25-95; Creswell, 2013:155). The interviews were transcribed verbatim and analysed through open coding by the researcher and a qualified independent coder to ensure credibility

(Creswell, 2013:184). Different themes emerging from the data were categorised, verified and compared until central themes emerged and became evident. A mutual agreement via a consensus discussion was reached between the researcher and the qualified independent coder about the emerging themes.

The aim of data analysis in this study was to understand and comprehend the lecturers' lived experiences of aggression. In Chapter 2, the eight steps of Tesch's data analysis method are discussed in detail.

(d) Literature control

According to Myburgh and Strauss (2015:32), the researcher in a qualitative inquiry applies literature control to validate and confirm the collected data and the results of the data analysis. The literature control is used to ensure that the data and information received from the lecturers are interpreted against the background of relevant and related literature to support the findings of this study (Creswell, 2013:253). The researcher conducted the literature control to verify the similarities, differences and unique contribution of this study to ultimately develop a theoretical framework. The researcher gives a detailed description of the literature control in Chapter 2.

1.7.2.2 Phase Two: Development of a conceptual framework

A conceptual framework was developed from the results of the situation analysis. The researcher used the collected data from Phase One – the situation analysis – to identify the central concepts of the conceptual framework. Concepts were classified within the survey list of Dickoff, James and Wiedenbach (1968:415-435) to develop the conceptual framework. A detailed description of the conceptual framework for this study follows in Chapter 2.

1.7.2.3 Phase Three: Development of a psycho-educational programme

In Phase Three, a psycho-educational programme was developed to facilitate lecturers to manage their lived experiences of aggression at a TVET college.

Toerien (2014:28) states that the psycho-educational programme and guidelines are aimed at supporting the 'education community' to manage their lived experiences of aggression. This psycho-educational programme intends to provide lecturers with knowledge, possible skills and strategies to deal with and manage their experiences of aggression at a TVET college for the benefit of their own mental health.

1.8 MEASURES TO ENSURE TRUSTWORTHINESS

Trustworthiness refers to the extent to which the findings are an authentic reflection of the personal or lived experiences of the phenomenon under investigation (Mouton, 2013:76-77 & 109; Chetty, 2013:88). Trustworthiness in research is generally judged by the approach that was followed by the researcher. It was of utmost concern for the researcher in this study to adhere to openness and to be explicit as far as possible. Trustworthiness was ensured by implementing Guba's model (Guba, 1981:75-91; Creswell, 2013:250). The four aspects of trustworthiness are truth value, applicability, consistency and neutrality, according to Creswell (2013:250-256):

- *Credibility* is about reflecting on the criterion of truth value, and finding the truth in reality. Credibility refers to the ability of the researcher to establish the truth of the findings and the conclusions derived thereof from the study.
- *Transferability* refers to the criterion 'applicability', and entails the degree to which the findings can be applied to other contexts, settings and other participants.
- *Dependability* reflects the criterion of consistency and means that the study would be consistent if it was replicated with the same or similar participants in the same or similar context.
- *Confirmability* refers to the evaluation of the characteristics of the data and is known as the criterion of neutrality. This is the degree to which the findings correspond accurately with the information of the participants and the conditions of the research. It should be free from any researcher bias.

Guba's criteria for trustworthiness (Guba, 1981:75-91; Creswell, 2013:250) were followed throughout this study to ensure and determine whether the researcher established confidence in the truth of the findings received from the lecturers and the context in which the study was conducted (Botha, et al. 2013:233). The researcher gained confidence during the research process based on the research design.

Authenticity was ensured during this study with reference to the extent to which the researcher fairly and faithfully indicated a range of different realities. By implementing authenticity, the researcher depicted associated concerns, issues and underlying values (Myburgh & Poggenpoel, 2009:452).

According to Botha, et al. (2013:233), the research results are trustworthy when there is some accounting for their 'validity and reliability'. Credibility, transferability and dependability measures were implemented to ensure the validity and reliability of this study (Gravetter & Forzano, 2018:68-75). Triangulation was used to verify information received via direct observation, audio-recorded interviews and the analysis of field notes to ensure detailed and accurate descriptions of the data (Creswell, 2013:147 & 252; Mouton, 2013:156-157).

The different dimensions of trustworthiness, based on Guba's model, will be discussed in more detail in Chapter 2 (Creswell, 2013:250-252).

1.9 DIVISION OF CHAPTERS

Chapter 1: The researcher gave a brief overview of the background and the phenomenon regarding the lived experiences of aggression from lecturers in this chapter. The purpose and objectives of the research were indicated. The research design and research method were described in the three phases of this study:

Phase One: Situation analysis

Phase Two: Development of a conceptual framework

Phase Three: Development of a psycho-educational programme

Ethical measures that were applied and adhered to during this research process were presented in detail.

Chapter 2: The research design and method are presented and described in depth. Trustworthiness is also elaborated on.

Chapter 3: The research results, as it was generated from the phenomenological, in-depth interviews, are described in Chapter 3. Transcribed interviews and field notes are analysed and categorised according to themes. A literature control is conducted and references that reinforce this research are presented.

Chapter 4: An in-depth discussion takes place in Chapter 4 to develop a conceptual framework. All relevant and central concepts from this study are described to develop the conceptual framework.

Chapter 5: The focus in this chapter is on the development of the psycho-educational programme to facilitate lecturers to manage their lived experiences of aggression at a TVET college, for the benefit of their own mental health.

Chapter 6: In conclusion, the limitations and recommendations of this study are discussed. The significant contribution of this study is described with reference to the field of education, especially higher education. The possibility and significance of further research are also investigated.

1.10 SUMMARY

In this chapter, an overview of the rationale behind this study was described. The research strategy and method were discussed in detail. A comprehensive description of the research design and method used for this study follows in Chapter 2.

CHAPTER TWO

RESEARCH DESIGN AND METHOD

2.1 INTRODUCTION

In this chapter, the research design and method are discussed in detail. Bruce, et al. (2011:381) posit that the research process consists of three interactive phases – the conceptual, the empirical and the interpretive phases. In the conceptual phase the research problem and the focus of the study are identified. During the empirical phase of the research, the data collection process is described, and in the interpretive phase the collected data are analysed and interpreted (Botma, Greef, Mulaudzi & Wright, 2015:57).

The researcher aimed to provide a plan and structure for the research design and the method that was implemented for this study. A structured framework was adhered to in conducting the research consisting of three phases, namely situation analysis, developing a conceptual framework, and developing a psycho-educational programme. Burns and Grove (2011:119-121; 2017:121) state that a structured framework is a logical structure that guides and links the development of the research. Henning, van Rensburg and Smit (2010:141) elaborate that the interpretive design provides a descriptive analysis that underlines a deep and explanatory understanding of a specific social phenomenon.

The research design used in this study is discussed in the following sections.

2.2 RESEARCH DESIGN

The research design is seen as an outline of a study that is used to guide and maximise the desired outcomes of the research. Van der Walt and Van Rensburg (2017:207) argue that the research design is the master plan that uses approved methods and procedures to determine the planning and the execution of the proposed study. According to Creswell (2013:50), research designs are plans and processes for

research that extend from general assumptions to detailed data gathering or collection methods, data analysis and data interpretation.

The philosophy of science that was adhered to in this study is a postmodern constructivist view. Postmodern constructivism is seen as a variant of constructivist thinking that claims there is no neutral viewpoint from which to assess the validity of analytical and ethical knowledge claims (Creswell, 2013:43). The central perspective was to focus on the views and the context, as well as the meaning lecturers held about educational issues and their personal experiences of aggression (De Vos, et al. 2011:95-96). In applying this approach, the description needed to be more interpretive, more discursive and more probing of the assumptions and meanings attached by the lecturers (Burns, Grove & Gray, 2014:112). The researcher brings values, experiences, beliefs and priorities to the research, which are merely suggestive, but not imposing (Creswell, 2013:402-403).

The research design for this study comprised a qualitative, exploratory, descriptive and contextual design used to develop a conceptual framework and a psycho-educational programme. A qualitative research approach was used to obtain meaning through words, with the intention to accurately describe the phenomenon of aggression within its natural context on the campus of a TVET college (Mouton, 2013:37-40; Burns & Grove, 2017:38-44).

2.2.1 Qualitative research

Qualitative research is a systematic, interactive approach used to describe the real-life experiences of the participants in a study. Qualitative research entails a qualitative inquiry to a phenomenon, issue or problem that captured the attention of the researcher (Chinn & Kramer, 2015:201). The researcher explores and examines the broad assumptions relevant to the qualitative inquiry of the research design (Mouton, 2013:39; Botma, et al. 2015:3). Qualitative research provides the researcher with an opportunity to use empirical methods to generate new knowledge about the phenomenon being observed and studied (Creswell, 2013:44 & 45). This research design focused on the aspects of meanings, experiences and understandings about

the phenomenon of aggression, using a phenomenological approach to examine the human experiences or lived experiences of the lecturers.

Babbie (2015:39) argues that in qualitative research the data include the text derived from the transcripts of the interviews, the observations and the field notes. The collected data, such as narratives or written words, contain the content of the lived experiences of the lecturers and do not require statistical analysis.

Qualitative research starts with an issue or a problem at the beginning of a qualitative inquiry. The researcher examines broad assumptions central to the worldview that shapes the specific study. Qualitative researchers agree that qualitative research aims to gain new perspectives of participants' experiences in context (Gravetter & Forzano, 2006:60; 2018:58-59). A qualitative study is an inquiry to explore and understand a human problem through a wholistic, multifaceted, complex, in-depth description and interpretation of the voices from the people involved (Creswell, 2013:43; Creswell & Plano Clark, 2011:38-40; Maxwell, 2012:n.p.).

Qualitative research was conducted to purposefully use and understand the context in which lecturers would best answer the research question (Denzin & Lincoln, 2013:23). The researcher spent substantial time in direct interaction and discussion with the lecturers to understand and interpret aggression through their voices and experiences (Mouton, 2013:135). Researchers' prior knowledge, personal experiences and responses should not completely be ignored during the research process (Creswell, 2013:402-403). However, the researcher remained as objective as possible and was a non-participating observer for the duration of this study.

2.2.2 Exploratory research

Exploratory research is a distinguishing feature in qualitative research to understand the lived experiences of aggression from the lecturers (Creswell, 2013:43 & 402). According to Terry (2012:109), exploratory research is valuable in social science research. Adler and Clark (2011:13) argue that exploratory research is inductive in nature and is conducted to gain new understanding, to discover new concepts, and to develop new knowledge of the phenomenon. Exploratory research has to be flexible

to allow for consideration of various aspects of the phenomenon (Mouton, 2013:91). The main objective of this exploratory research design was to explore and describe the lecturers' lived experiences of aggression.

The researcher entered the inquiry from the point of not knowing what the findings might be. Individual, in-depth, phenomenological interviews were conducted to collect the data. These interviews were transcribed, analysed and interpreted by the researcher and a qualified, independent coder, to understand the findings that emerged (Temane, Poggenpoel & Myburgh, 2014:4). The tentative explanations and findings from the exploration of this study were used to develop a conceptual framework, progressing towards the development of a psycho-educational programme.

2.2.3 Descriptive research

Adler and Clark (2011:3) state that most qualitative studies are aimed at obtaining descriptive data. A descriptive research design refers to an intensive examination of the phenomenon being studied, leading to deeper meanings and a rich description of the findings (De Vos, et al. 2011:96 & 419-421). Moreover, Babbie (2010:93) confirms that the purpose of descriptive research is to obtain a complete and accurate picture of the experience as it naturally happens. The researcher first observed and then described the phenomenon of aggression. The researcher examined the observed patterns and implications that existed within the contextual nature and with significance to this study (Mouton, 2013:169).

The descriptive nature guided the researcher to a deep understanding and interpretation of the social phenomenon of aggression as experienced by lecturers to describe and develop a conceptual framework culminating in the development of a psycho-educational programme (Henning, et al. 2010:21).

2.2.4 Contextual research

Contextual research is related to the understanding of a specific phenomenon in its natural environment with the focus on studying everyday life (Creswell, 2013:135).

Purposive sampling was used in the natural social setting of teaching and learning on the campus of a TVET college (Gravetter & Forzano, 2018:327). In order for any research to be effective, the availability of the participants needs to be congruent with the research question as well as with the chosen context of the study (Mouton, 2013:169). Therefore, lecturers had to be accessible and approachable when they gave consent to partake in this research process (Gravetter & Forzano, 2018:97).

Chinn and Kramer (2013:154-156; 2015:155) refer to the term 'empiric' as being concerned with the experiences and the meaning that exists through observations when conducting the interviews with the lecturers about their lived experiences of aggression. The empiric theory is part of the creative process that contains the specific concepts or constructs related to conceptual frameworks and programme development processes, which were the focus of this study (Mouton, 2013:110-113).

2.3 REASONING STRATEGIES

Reasoning is a process that is associated with thought processes, the organisation of ideas, and the exploration of the experiences to reach accurate conclusions from the collected data (Grove, Burns & Gray, 2012:112). Reasoning strategies are viewed as a form of thinking which occurs during the logical presentation of ideas to achieve rational conclusions (Mouton, 2013:80-86). Different processes and strategies are involved in reasoning (Leedy & Ormrod, 2010:23-31). The steps are described as a series of intellectual processes whereby the raw data are considered, examined and reformulated (Creswell, 2013:178).

Reasoning strategies were used in this study to formulate the processing and organising of ideas from the transcripts to form accurate conclusions (Walker & Avant, 2011:25-46). The phenomenon of aggression was explored, described and interpreted by the researcher using the transcripts about the lecturers' lived experiences of aggression. The researcher applied analysis, synthesis, inductive reasoning and deductive reasoning strategies to formulate the conclusions that were obtained for this study (Creswell, 2013:133).

2.3.1 Analysis

Concept analysis is a strategy that identifies a set of characteristics which is essential to the connotative meaning of a concept (Creswell, 2013:478-479). Analysis occurs as a step in interpreting the data as a whole using specific strategies to transform the raw data into new concepts (Mouton, 2009:164; 2013:166-169). Analysis is a process of reading, reflecting, writing and rewriting that enables the researcher to transform the lived experiences into a textual form using words. Creswell (2013:203) states that qualitative data analysis occurs concurrently with data collection, data interpretation and report writing.

Analysis is a process where findings are examined to identify their properties and dimensions; it can be superficial descriptions, theoretical interpretations and descriptions of concepts or themes (Marshall & Rossman, 2016:3-33). It represents the researcher's impressions and understanding of the described experiences of aggression from the lecturers. Analysis includes their spoken words, actions, interactions and daily frustrations (Walker & Avant, 2013:2-3). The use of different concepts or themes provide a way of grouping and organising the data logically (Creswell, 2013:478-488). According to Walker and Avant (2011:1-19), there are analyses of explicit and implicit concept definitions in the literature. This ensures that criteria, antecedents and consequences for pragmatic purposes are identified in practice and in research (Creswell, 2013:478). Related concepts are investigated to distinguish their unique meanings as well as the areas of overlap.

In this study, the researcher analysed all the collected data as a whole and viewed it in parts to identify, classify and interpret the concepts that emerged using the process of open coding to identify themes (Creswell, 2013:482). This process ensured reasoning about concepts, and dissecting information to analyse and interpret the relevant themes (Babbie, 2015:145).

2.3.2 Synthesis

The process of describing and naming a previously unrecognised or unnamed concept and phenomenon is called 'synthesis' (Mouton, 2009:191-195). The range of different

methods for synthesising qualitative research has been growing over recent years, alongside an increasing interest in qualitative synthesis to inform health-related policy and practice (Barnett-Page & Thomas, 2009:4). Synthesis is the process of collecting and combining ideas collected from the different data sources which involve interpretation of the data (Mouton, 2013:67 & 161). It is used to combine a new, complete and whole picture to form a gestalt about the phenomenon being studied. The synthesis process is undertaken in a circular manner by repeating specific steps until it is fully understood and presented (Synthesis of Qualitative Research, 2016:n.p.). The aim of the data synthesis is to collate, interpret and summarise the findings of the lecturers' experiences and present them as themes (Babbie, 2015:134).

Recognising, naming and describing the phenomenon are critical steps to understanding the process and outcomes of the research. The researcher may notice patterns of behaviour or find patterns in the empirical data and name a concept that emerges during data analysis in a qualitative study (Walker & Avant, 2011:124).

Synthesis, in this study, was conducted by the researcher to identify the relevant and common threads of information that emerged from the individual, in-depth, phenomenological interviews. New concepts, themes and categories were identified which surrounded the lecturers' lived experiences of aggression (Mouton, 2013:190-194; Patton, 2015:132). The various relationships between them were used to reconstruct and develop a conceptual framework leading to the development of the psycho-educational programme.

2.3.3 Inductive reasoning

Inductive reasoning works from specific observations to broader generalisations and theories, sometimes referred to as the 'bottom-up' approach (Social Research Methods, 2016:n.p.). Inductive reasoning implies that the researcher will proceed from the concrete to the abstract in the reasoning process. The inductive approach is associated with exploratory research, which finally progresses to generalisations or synthesis of the research findings (Gravetter & Forzano, 2018:17-18). Qualitative researchers build their patterns, categories and themes by organising the data

inductively into different units of information (Creswell, 2013:44-45). Induction begins with observations and seeks to find a pattern within them (Babbie, 2010:52).

The researcher used inductive reasoning to make specific observations of the data leading to the general conclusions whereby the data were processed into cohesive and coherent patterns (Creswell, 2013:45). The researcher presented specific information and proceeded from the concrete to the abstract in the reasoning process, by working back and forth between the themes and the transcripts, until a comprehensive list of themes was arranged systematically. This was done to assist the researcher in synthesising and grouping the research findings to generate new theory which emerged from the data (Mouton, 2013:77-78).

2.3.4 Deductive reasoning

Deductive reasoning works from the more general to the more specific, sometimes, called a 'top-down' approach (Social Research Methods, 2016:n.p.). Deductive reasoning represents an inference where the conclusion follows necessarily from the research process, that is, the conclusion is already explicitly or implicitly contained in the research data (Mouton, 2013:78). Deductive reasoning originates from an idea which is then used to confirm the emerging ideas that arise from the collected research data (Creswell, 2013:45-48). According to Van der Walt and Van Rensburg (2017:6), a deductive argument relies on specific factual and verified information from the data to be used to arrive at conclusions. Deduction begins with an expected pattern that is tested against observations (Babbie, 2010:52).

The deductive process was used for this study to verify the three themes that emerged by constantly cross-checking the transcripts and categorising the main concepts from the findings (Creswell, 2013:243-247). These concepts were then used to develop a conceptual framework leading to the development of the psycho-educational programme.

2.4 MEASURES TO ENSURE TRUSTWORTHINESS

As reflected by Creswell (2013:251), validating the findings and ensuring trustworthiness for this study were based on the model of Lincoln and Guba (1985 in Krefting, 1991:214-222; 2000:163-188). The four aspects of trustworthiness that were identified as being relevant to this study according to Guba (1981:75-91), are:

- *Truth value, which was ensured by the use of the strategy of credibility*
- *Applicability, which was ensured by the use of the strategy of transferability*
- *Consistency, which was ensured by the use of the strategy of dependability and*
- *Neutrality, which was ensured by the use of the strategy of confirmability*

2.4.1 Truth value as applied through credibility

Polit and Beck (2012:585; 2016:588-592) argue that truth value is subject-orientated and is referred to as credibility. Mouton (2013:30 & 111) states that specific procedures are used to ensure credibility such as persistent observation, prolonged engagement, peer debriefing, member checks and triangulation techniques. Triangulation is ensured through the use of multiple data sources to examine and validate the conclusions about the meanings obtained in the study (Creswell, 2013:252-253). Multiple sources such as field notes, audio-recorded interviews and data recordings were used to produce a rich descriptive picture about the phenomenon of aggression under review for this study, in order to draw accurate conclusions from the findings (Mouton, 2013:30).

The credibility of a study involves two aspects, namely the truth of the findings and the steps taken by the researcher to demonstrate the credibility of the study to readers. Firstly, the inquiry must be conducted in such a way that the findings show credibility. Secondly, the credibility of the findings should be demonstrated by the steps that the researcher took during the study (Lewis, 2009:4-6). Truth value refers to the

confidence the researcher has in the truth of the findings and the context in which the study was undertaken.

Credibility was ensured by the researcher undertaking this study in a context that was important to the lecturers, and by using purposive sampling (Mouton, 2013:132). The lecturers were selected based on their relevant lived experiences concerning the phenomenon of aggression on the campus. The researcher spent time with the lecturers on the campus with the intention to understand their experiences of aggression by conducting the individual, in-depth, phenomenological interviews on the campus.

Accurate, appropriate and relevant data were collected through the audio-recorded interviews and field notes. It provided detailed descriptions of the research question and the researcher used it for reflection and reflexivity in the study (Creswell, 2013:50). Member checking and peer examination also took place on a continuous basis during this study. Lewis (2009:4) agrees that credibility focuses on internal validity and it emphasises the truthfulness of what the researcher reports.

The trustworthiness of this study was ensured via the credibility and the accuracy of the findings by using the application of the strategies for credibility, as indicated in Table 2.1.

Table 2.1: Strategies for credibility

| CRITERIA | APPLICATION |
|---------------------------------------|---|
| Prolonged and varied field experience | The lecturers have relevant experiences of training, educating and lecturing in the TVET college sector. The researcher spent time with the lecturers in the context of their educational environment and on the campus of the TVET college. |
| Reflexivity | Direct observations. Field notes. |

| CRITERIA | APPLICATION |
|-----------------------------|---|
| | Personal experience noted and observed, including the researcher's own reactions, reflections and experiences. |
| Triangulation | Literature control was used to validate findings from interviews and observations. Data collection. Triangulation of methods via multiple sources such as individual, in-depth, phenomenological interviews (audio-recorded) and field notes. |
| Peer examination | Two experts as supervisors. The qualified independent coder is a respected researcher with a relevant PhD qualification. |
| Member checking | Continuous evaluation was done by checking the relevant findings. Dialogue with experts took place during the development of the psycho-educational programme. |
| Authority of the researcher | The researcher has 25 years' experience as a lecturer in the TVET college sector. |

2.4.2 Applicability as applied through transferability

Polit and Beck (2012:585) argue that transferability refers to the ability to compare the findings of one study, to that of another similar study. In qualitative research, the concept of transferability is used rather than the concept of generalisation. Transferability refers to the applicability of the research and could be seen as the degree to which findings could be applied, or the extent to which the study may be replicated, in other contexts and settings (Mouton, 2013:104-105). It includes the ability to generalise the findings to larger groups and other populations.

The aim of this study was to understand the phenomenon of aggression in a specific context. The findings do not have to be transferable to other settings, but the data must be presented in a rich, descriptive way, should someone else want to make a comparison. The in-depth, rich and detailed descriptions provide the basis for a qualitative study to be relevant and applicable to other similar contexts (Creswell, 2013:252-254).

It is the researcher’s responsibility to provide sufficient descriptive data so that readers may assess whether the obtained data will be applicable to other research contexts. The researcher used verbatim quotations from the transcripts of the interviews to enhance understanding of the lived experiences of aggression from lecturers on the campus of a TVET college. The researcher used purposive sampling to obtain the maximum detailed information as a representative selection for this study (Mouton, 2013:136-139).

Trustworthiness was ensured for this study via the application of transferability, where findings can apply to other similar contexts. The application of the strategies for transferability is indicated in Table 2.2.

Table 2.2: Strategies for transferability

| CRITERIA | APPLICATION |
|-------------------|--|
| Sample | Purposeful sampling of accessible, relevant and selected lecturers as participants. Research context and setting were a campus of a TVET college. Dense description of the demographics from the participants provided in Phase One. |
| Dense description | A dense, rich description of data and results were given by using the direct quotations of the lecturers in the situation analysis. It included literature control and verbatim quotations from the interviews. |

| CRITERIA | APPLICATION |
|----------|--|
| | <p>The conceptual framework leading to the psycho-educational programme was deduced from the results of the interviews and observations.</p> <p>Both the conceptual framework and the psycho-educational programme were densely described.</p> |

2.4.3 Consistency as applied to dependability

Dependability refers to the consistency of the findings. Consistency is a process of the study which needs to be stable over the timelines of the research and across the research method (Mouton, 2013:130-131). Consistency could be achieved through close adherence to the methods planned, cross-checks, sampling, reviewing the interviews and transcripts, as well as reviewing the audio-recordings to ensure that the interviewing techniques were fair and adhered to (Creswell, 2013:249-251; Rubin & Rubin, 2012:68).

Polit and Beck (2012:585) state that data consistency ensures trustworthiness. It means that the findings of the study would be consistent if the inquiry was to be replicated with the same or similar participants in the same or similar context. This may be difficult to achieve in qualitative research as subjectivity is a major factor (Segal, 2011:54-62). The strategy of consistency should be maintained together with the application of dependability. Dependability indicates the stability or reliability of data over time (Mouton, 2013:111). Qualitative research looks at the range of experiences rather than at the average of experiences.

Dependability and reliability could be adhered to through the concept of triangulation, using multiple sources of data and having access to an audit trail. An audit trail was done for this study to verify the authenticity of the data, the field notes, audio-recordings and the transcriptions that were collected and analysed. This extensive process was completed after the interviews (Polit & Beck, 2012:584-597). A qualified

external coder independently coded the data to ensure and maintain consistency. Agreement and consensus were reached between the researcher and the coder during a meeting to ensure the dependability of the findings for this study. All relevant data were kept safe.

Trustworthiness was ensured for this study via dependability, which refers to the consistency of the findings. The application of the strategies for dependability is discussed in Table 2.3.

Table 2.3: Strategies for dependability

| CRITERIA | APPLICATION |
|---------------------|--|
| Dependability audit | <p>Data analysis protocol of verbatim transcriptions was done.</p> <p>Literature control was completed to verify the data that were collected.</p> <p>The two supervisors looked at standards that were maintained throughout the research and the development process of the psycho-educational programme.</p> <p>A qualified independent expert with a PhD qualification was used as an independent coder.</p> |
| Dense description | <p>The research methodology was fully explained and described.</p> <p>Exact methods of data collection, analysis and interpretation were followed.</p> |
| Triangulation | <p>Literature control was used to validate the findings of interviews and observations.</p> <p>Data collection.</p> <p>Individual, in-depth, phenomenological interviews and field notes.</p> |

| CRITERIA | APPLICATION |
|-----------------------|---|
| | Data analysis and literature control according to Tesch's method (in Creswell, 2013:46-48). |
| Peer examination | Two experts as supervisors. The qualified independent coder is a respected researcher with a relevant PhD qualification. Doctoral seminars were attended and presented. |
| Code-recode procedure | A consensus discussion between the researcher and the independent coder concerning the coding of the raw data took place. Confirmed or refined identified themes emerged. |

2.4.4 Neutrality as applied through confirmability

Confirmability refers to neutrality and freedom from bias in a study (De Vos, et al. 2011:419-421). Confirmability was ensured through the use of memo's and detailed records of the methods, detailed documentation, an audit trail and tracking of data during the research process (Mouton, 2013:175-177). This added to the strength and the rigour of this study by using varied sources of data to indicate and ensure triangulation. These sources provided an audit trail to identify potential biases and track the decisions undertaken. Confirmability guaranteed that the findings, conclusions and recommendations were supported by the data (Polit & Beck, 2012:584-597). The interpretation of data was supported by the actual data that were collected during the research process (Creswell, 2013:252-253).

In order to maintain confirmability in this study, the researcher remained neutral and did not impose her own ideas during the interviewing process. The researcher was guided by the authority of her two expert supervisors who mentored and monitored

her progress during this study. The documented work was accessible to her supervisors and the qualified independent coder for audit and consensus discussions. The field notes were used together with the audio-recordings to confirm and recheck pertinent and relevant information received (Creswell, 2013:225). The confirmation processes contributed to comparing the data, the findings of the data and the data analysis procedures undertaken for this study (De Vos, et al. 2011:419-421). The focus was purposefully directed on the lived experiences of aggression, including the views and voices from the lecturers to gain insight and understanding into their unique experiences of aggression.

Confirmability ensures that the findings were shaped by the lecturers and not the researcher. The application of the strategies for confirmability used in this study, is indicated in Table 2.4.

Table 2.4: Strategies for confirmability

| CRITERIA | APPLICATION |
|----------------------|--|
| Confirmability audit | The chain of evidence or audit trail of the whole research process was verified from Phase One to Phase Three. |
| Triangulation | Literature control was used to validate the findings of interviews and observations. Data collection. Individual, in-depth, phenomenological interviews and field notes. Data analysis and literature control according to Tesch's method (in Creswell, 2013:129). Literature review completed with a conceptual framework and psycho-educational programme. |
| Reflexivity | Awareness of the researcher's influence on the data. Direct observations. |

| CRITERIA | APPLICATION |
|----------|--|
| | Field notes. Personal experience noted and observed, including the researcher's own reactions, reflections and experiences. |

Confirmability in this study was constantly adhered to through a confirmability audit trail. The researcher reflected on the six categories for reporting information according to Lincoln and Guba (1985:319-320) as indicated by Toerien (2014:49-51) and Creswell (2013:56 & 252-254).

The six categories for reporting information that were adhered to for this study are summarised in Table 2.5.

Table 2.5: Six categories for reporting information

| CATEGORY | MEASURES APPLIED |
|-----------------------------|---|
| Raw data | Audio-recordings of interviews Written field notes: <ul style="list-style-type: none"> - Observational notes - Theoretical notes - Methodological notes - Personal reflective notes Observations Research findings |
| Data reduction and analysis | Written field notes |

| CATEGORY | MEASURES APPLIED |
|--|---|
| | <p>Written notes on observations</p> <p>Field journal</p> |
| <p>Data reconstruction and synthesis</p> | <p>Identify and structure relevant themes, definitions and relationships</p> <p>Findings and conclusions</p> <p>Final report with connections to existing literature and integration of concepts, relationships and interpretations</p> |
| <p>Process notes</p> | <p>Methodological notes</p> <p>Trustworthiness notes</p> <p>Ethical procedures notes</p> <p>Audit trail notes</p> |
| <p>Materials relating to intentions and dispositions</p> | <p>Inquiry proposal</p> <p>Ethical clearance</p> |

| CATEGORY | MEASURES APPLIED |
|---|------------------------------------|
| | Personal notes Expectations |
| Researcher as an information development instrument | Clarifying questions in interviews |

During the data reduction process, the researcher focused on gaining insight into the voices and concerns of the lecturers by looking beyond the research question (Toerien, 2014:51). The researcher was aware of her own views, the possibility of being biased, and was cautious not to allow it to impact on the data collection and data analysis process (Chinn & Kramer, 2013:154-160). However, the researcher had to be open enough to share the lecturers' lived experiences of aggression from their point of view (Creswell, 2013:48).

2.5 THE RESEARCH METHOD

This study was conducted in three phases. The researcher followed a structured framework, as indicated in Table 2.6.

Table 2.6: The phases of the research study

| PHASE | DATA COLLECTION | DATA ANALYSIS |
|--|--|--|
| Phase One Situation analysis | Individual, in-depth, phenomenological interviews Observations Field notes | Inductive Open coding Theme analysis Literature control |
| Phase Two Development of a conceptual framework | Conceptual framework deduced from Phase One | Deduction |

| PHASE | DATA COLLECTION | DATA ANALYSIS |
|--|---|---|
| | Identify and describe emerging relevant central themes and concepts | Synthesis |
| Phase Three Development of a psycho-educational programme | Psycho-educational programme derived from the conceptual framework | Synthesis Critical evaluation Qualified independent coder |

A brief description of each phase, including the relevant steps that were followed to conduct this study, is outlined in the following sections:

Phase One: Situation analysis

Phase Two: Development of a conceptual framework

Phase Three: Development of a psycho-educational programme

2.5.1 Phase One: Situation analysis

The descriptive and interpretive approaches are two main approaches which are associated with phenomenology (Creswell, 2013:44). In this study, the interpretive approach was used to understand, give meaning and interpret the lecturers' lived experiences of aggression from their point of view. Creswell (2013:76-77) concludes that situation analysis typifies the situation or the context of the study.

The qualitative strategy that was implemented for this study made use of individual, in-depth, phenomenological interviews and field notes. The researcher used the transcripts from the interviews to describe and develop a conceptual framework. A literature study was conducted to support relevant concepts related to this study, for the development of a conceptual framework as the basis for the psycho-educational programme.

The researcher followed an inductive reasoning strategy. An exploratory, descriptive and contextual approach was implemented to complete the situation analysis. The

phenomenological analysis ensured a detailed and rich description of the research (Mouton, 2013:168). Proper planning and meetings with the different stakeholders of the TVET college were conducted to obtain permission, discuss the sampling criteria, interviews, venues and timeframes for data collection, according to the research proposal (Creswell, 2013:209-226).

2.5.1.1 Setting

The contextual setting for this study was a campus of a public TVET college in the Gauteng province of South Africa. The lecturers who participated in this study had to experience aggression from colleagues and management on the campus.

2.5.1.2 Population and sampling

Babbie (2010:116) argues that the population of the study is that aggregation of elements from which a sample is selected. A population is a group of people whom the researcher intends to study; it is a sample or a segment that is selected for the exploration of the phenomenon in the study. Qualitative sampling usually calls for a flexible and pragmatic approach with the best opportunity for the researcher to access data (Fusch & Ness, 2015:1409). The accessible population for this study was the lecturers at a TVET college who experienced aggression.

Purposive sampling for qualitative research is purposive in nature with the aim of getting a sample that is as representative as possible of the target population (Mouton, 2013:110). Purposive sampling is a strategic approach where selected participants can purposefully inform the understanding of the research problem and the central phenomenon in the study (Mouton, 2013:36-37). Creswell (2013:206-207) indicates that during the sampling process decisions are made about whom or which participants should be sampled, what form the sampling will take, and how many participants need to be sampled.

Purposive sampling was used and the researcher contacted potential lecturers and recruited those who were open and accessible to yield rich, relevant data for this study.

Lecturers at a TVET college who experienced aggression were purposefully selected as a relevant and suitable sample, representing the inclusion criteria of this study.

Sample criteria are the characteristics essential for the inclusion of the target population. The researcher used inclusion criteria to complete purposive sampling for this study. The inclusion criteria for the lecturers were:

- Lecturers teaching at a TVET college for a minimum of three years or longer.
- Lecturers who are registered with the SACE as the professional entity for educators.
- Lecturers who have a relevant teaching qualification to teach in the Department of Higher Education – Tertiary Education.
- Lecturers who are Post Level 1 lecturers on entry-level.
- Lecturers who experienced aggression on the campus.
- Lecturers who speak English – the language used in the interviews.
- Lecturers who agree to willingly participate in the research.

The *sample size* was determined when *data saturation* occurred and when the researcher heard the same information recurring and no new information was emerging from the interviews (Babbie, 2010:116-120). Data saturation refers to the point in the research process where the researcher can be reasonably assured that further data collection would yield similar results (Creswell, 2013:598). Saturation reflects on the quantity and quality of findings in a qualitative study, where the sample size may not be as central as the characteristics of the sample; the researcher chose a sample size that had the best opportunity to reach data saturation for this study (Fusch & Ness, 2015:1409).

2.5.1.3 Data collection

Data collection is the process of gathering information with the intent to address the research problem.

(a) Researcher as research instrument

Qualitative research needs the involvement of the researcher who is perceived as the 'instrument' in the research, due to the fact that the researcher collects and analyses the data (Creswell, 2013:64; Toerien, 2015:54). Therefore, the key factor in qualitative research is the use of the researcher's personality and skills such as understanding, empathy, intuition and interviewing skills (Mouton, 2013:53).

Qualitative researchers rely extensively on individual, in-depth interviews where two persons discuss a phenomenon of mutual interest (Rubin & Rubin, 2012:33). The researcher should enter the research with an open mind and put aside previous and perceived knowledge about the phenomenon being studied (Creswell, 2013:203). The researcher intentionally blocked out all preconceived ideas, views and prejudices that were developed from her own lived experiences about aggression to concentrate on the lived experiences of aggression from lecturers, and to increase her own insight by directing her focus reflectively on the experiences as they were lived (Thorne, 2000:2). The interactive nature of the research interviews was valued whilst listening to the 'stories' and observing the lecturers to make sense of their lived experiences of aggression on the campus.

(b) Individual in-depth phenomenological interviews

In interpretive phenomenology, the interview serves a particular and specific purpose. Creswell (2013:60) argues that the research is orientated to the lived experiences and phenomenology, including the interpretation of texts and life experiences. The focus is on the way the world appears to the lecturers being interviewed and their perceptions thereof by 'hearing the data' (Rubin & Rubin, 2012:38). It required the researcher to step out of her own prejudice to learn, examine, study and engage with

the lecturers to come to a deeper understanding of the particular aggression experienced by the lecturers (Thorne, 2000:2).

Creswell (2013:138) also states that the interview is initiated by asking one open-ended question. The research question is usually one single, overarching central question which is clear, unambiguous and measures the phenomenon under investigation. There is active involvement during the interviews and the researcher's attention should be focused.

During the individual, in-depth, phenomenological interviews, the open-ended research question that was posed to the lecturers was:

“How do you experience aggression on this campus of this TVET college?”

The researcher explored the details related to lecturers' experiences of aggression to understand the phenomenon from their perspective. Face-to-face interviews were conducted for 30-45 minutes in an office in a quiet area of the campus. The interviews were audio-recorded with the lecturers' consent. This helped the researcher to gain insight into their lived experiences of aggression (Rubin & Rubin, 2012:76). Field notes were recorded to support the audio-recorded interviews. A literature control was conducted to conceptualise and justify the findings of this study (Creswell, 2013:211).

The researcher was equipped with the necessary skills to meet the challenges of obtaining accurate information, and she completely immersed herself during the interviews to become aware of the dynamics surrounding the interviews (Creswell, 2013:214-215) such as seeming experiences of frustration, harm and emotional hurt, whether implicitly or explicitly implied by the lecturers, as their lived experiences of aggression. She explored their authentic experiences emphatically, as to describe it in rich detail. It was perceived that lecturers wanted to share more about their experiences of aggression, but due to time constraints, large student groups and full scheduled time-tables it was not allowed; lecturers had to return to their lectures.

Data saturation was reached when the ability to obtain additional new information was satisfied and further coding was no longer feasible (Fusch & Ness, 2015:1408). The findings were finally re-contextualised and used to develop a conceptual framework and psycho-educational programme for this study.

(c) Communication skills

The researcher allowed the lecturers to tell their stories about their lived experiences of aggression. The researcher allowed for silences, prompts and gestures to encourage the lecturers to continue talking and to elaborate on their lived experiences of aggression (Creswell, 2013:217-219; Toerien, 2014:56). The researcher applied interviewing techniques and skills to maximise the responses from the lecturers. Open communication skills and attentive listening skills encouraged lecturers to reconstruct their lived experiences of aggression (Cohen, Manion & Morrison, 2011:422).

The following interviewing techniques and skills were extracted and adapted for this study from The Australian Institute of Professional Counsellor (AIPC) skills series, Report 1 (Poletto, 2019:8-12):

- *Clarification*: Clarification ensures that the listener's understanding of what the speaker has said is correct. In communication, clarification involved offering the essential meaning, as understood by the researcher of what was just said, back to the lecturers. The researcher merely checked that the understanding was correct by reducing any confusion or misunderstanding.
- *Minimal responses*: Minimal responses referred to short responses from the researcher, encouraging the lecturers that they were heard and understood. Encouragers reflected intentional listening and allowed lecturers to explore their feelings and thoughts about their experiences of aggression. It included non-verbal minimal responses such as a nod or positive facial expressions. Verbal minimal responses refer to expressions such as 'mmhmm', 'yeah' or 'uh-huh'.

- *Paraphrasing*: The researcher chose the most important details of what the lecturer had just said and reflected them back in a few words or brief sentences. Paraphrasing captured the essence of what was said through rephrasing sentences.
- *Reflection*: Reflection is pondering deeply held thoughts and meanings used to reflect on underlying feelings. Reflection assisted in adding an emotional dimension to the lecturers' experiences of aggression.
- *Summarising*: Summaries were brief statements of longer excerpts where the researcher attended to verbal and non-verbal comments from the lecturers. Summarising assisted the lecturers to organise their thinking when the researcher reflected and gave feedback.

(d) Field notes

Field notes are jottings or short meaningful notes made by the researcher to record the experiences of the lecturers on the spot, during the interviews. It may include the researcher's interpretations while attentively listening to the lecturers (Van der Walt & Van Rensburg, 2017:211). Field notes are written accounts of the information that the researcher hears, sees, experiences and thinks in the course of collecting or reflecting on the data that were obtained during the interviews (Creswell, 2013:219). The researcher focused and recorded the following significant observations: what happened, what was involved, who was involved, where did it happen, why did it happen and how did it happen? (Patton, 2015:13-18). The researcher also used field notes to identify relationships within the collected data for this study (Mouton, 2013:42-43).

Field notes were used for this study and were divided into four categories:

(d.i) Observational notes

Observational notes are central to qualitative data and are objective descriptions of observed events and conversations. It is the information about actions, dialogue and the context of the phenomenon being studied. These notes usually contain the who, what, where and how details of every situation being observed. The notes were made by the researcher on what was heard, seen, experienced and considered during the interviewing process (Creswell, 2013:223; Toerien, 2015:57).

(d.ii) Theoretical notes

Theoretical notes document the thoughts of the researcher as it is written down on the patterns and themes of the accumulated data. It includes reflections, meanings and the relationships of the different concepts. Theoretical notes are also called personal notes and include the researcher's critical reflection about the research. The researcher deliberately wanted to derive meaning from the lecturers' experiences of aggression upon reflection (Creswell, 2013:225; Toerien, 2015:57).

(d.iii) Methodological notes

Methodological notes are often written as reminders to the researcher about observations that need to be made. It includes instructions on how observations will be made, guidelines, reminders and critical remarks for personal use (Creswell, 2013:225; Toerien, 2015:57). These notes are mainly information for the researcher to use during the research process.

(d.iv) Personal notes

Personal notes include the reflections and comments about the personal and emotional feelings of the researcher during the fieldwork. It is the researcher's own reactions, reflections and experiences during the interviews. Reflexive notes assisted the researcher to prevent biased ideas and their possible influences on this study (Creswell, 2013:222-223; Toerien, 2015:57).

2.5.1.4 Data analysis

Data analysis is a process of organising and interpreting the data about the phenomenon of aggression (Thorne, 2000:1-2). Cross-checking, referencing and interpreting the data of this study constantly took place with the original transcripts. The process was done to understand the appropriate meaning lecturers attached to their stories and experiences of aggression. Qualitative analysis techniques use words rather than numbers as a basis of analysis, with rich descriptions of the findings and supporting direct quotations from the lecturers as applied in this study (Temane, et al. 2014:4). Qualitative data analysis occurs concurrently with data collection, data interpretation and report writing. Every possible attempt had to be made during interpretation to ascertain the truth of the interactions from the lecturers' point of view (Creswell, 2013:231-233).

The following procedures may enhance the process of data analysis: organising the audio-recordings, transcribing the text verbatim, and preparing and analysing the field notes. The data were coded using different colours, grouping the themes and categories as well as arranging all the observations in a tabular form (Creswell, 2013:236). Each interview was transcribed verbatim before the data were analysed according to Tesch's thematic approach (in Creswell, 2013:237-239). During open coding, the data were firstly broken down into sentences, then experiences, and lastly into concepts and their related patterns for this study. The data were reduced by identifying themes and categories through a systematic data reduction process.

Eight steps were identified for qualitative researchers to consider when analysing qualitative data (Tesch, 1990:142-145). These steps are discussed as follows (Creswell, 2013:238-239):

- The researcher has to carefully read through all transcriptions to get acquainted with the necessary background of the interviews. Ideas that emerge as the researcher reads need to be written down in order to understand the data.

- Select the most interesting interview or the shortest and go through it, asking oneself 'what is this all about?' Then check the underlying meaning. Write down one's thoughts on the margin of the transcript page.
- When one has completed the above for a few of the transcripts, make a list of all the topics that emerged. Collect similar topics into columns, identifying them as either 'major topics', 'unique topics' or 'left-overs'.
- Now take this list of topics and go back to one's data. The topics are abbreviated as codes. Write the codes next to the appropriate paragraph of the text. This process shows one how well the topic descriptions correspond with the data and it might also reveal new topics.
- Then find out the most descriptive wording for the topics and change them into categories. Group topics that relate to each other to assist in reducing the total list. Check if there are sub-categories. Draw lines between categories to show their inter-relationships.
- Decide on the abbreviation of each category and code them alphabetically.
- Assemble the data material belonging to each category in one place and do a preliminary analysis.
- If necessary, recode the existing data. When the organising and the interpreting process are completed, it will help with the flow of writing the research findings.

The researcher made every effort to ascertain the truth of the lecturers' interactions while interpreting the data with the aim to transform the expressions and 'lived experiences' into a textual format. The researcher presented the findings in such a manner that the logical processes by which they were developed were accessible to critical readers (Thorne, 2000:3). The findings were further verified and clarified by means of a literature control (Mouton, 2013:30-31; Creswell, 2013:251).

Trustworthiness was ensured when the researcher coded the transcripts manually and it was re-coded by a qualified independent coder with a PhD qualification. A clean set of data and the related protocol of the data analysis were handed to the independent coder who has experience in analysing transcribed data from qualitative research findings. The results of this study were finally confirmed at the consensus meetings between the researcher and the independent coder (Temane, et al. 2014:4).

2.5.1.5 Literature control

In phenomenology, the literature is reviewed after data collection and analysis to form the foundation for comparing and contrasting findings in a qualitative study, and is most appropriate for the inductive process of such a study (Creswell, 2013:27). A literature control was conducted after data analysis to compare the results of this study with similar or relevant research and theories. This contributed to the trustworthiness of this study by confirming the results obtained during the research process (Creswell, 2013:108-110).

Confidence was reached in terms of this study by comparing the results of this study with existing theory from literature. The literature control involved the integration of logical arguments to verify the results (Mouton, 2013:119-120). It also initiated the arguments and confirmed the findings through specific comparative reflections and interpretations of meanings through the process of reasoning (Van der Walt & Van Rensburg, 2017:118 & 186). The findings were combined to reflect the current knowledge of the phenomenon about the experiences of aggression from lecturers (Creswell, 2013:251-253).

2.5.2 Phase Two: Developing a conceptual framework

The conceptual framework was deductively developed and described. The results from Phase One were utilised in order to develop a conceptual framework. The central and relevant concepts from the themes that emerged were identified and arranged to form the building blocks for the development of the conceptual framework.

The survey list of Dickoff, et al. (1968:432-435) was used as a thinking map to classify the identified concepts and describe the conceptual framework. The survey list suggests that the six aspects relating to the fieldwork should lead to the affirmation of the concepts that underlie the proposed conceptual framework and psycho-educational programme for this study. The six aspects (Dickoff, et al. 1968:432-435) include:

- Agent (who or what performs the activity?)
- Recipients (who or what is the recipient or activity?)
- Framework or Context (context in which the activity is performed)
- Terminus or Outcome (what is the endpoint of the activity?)
- Procedure or Activity (what is the guiding procedure or protocol of the activity?)
- Dynamics (what is the energy source for the activity, whether chemical, physical or mechanical?)

The survey list will be discussed in detail in Chapter 4 as applied to the data from this study. The researcher used the conceptual framework to develop the psycho-educational programme and its guidelines.

2.5.3 Phase Three: Development of a psycho-educational programme

This phase presents the development and description of the psycho-educational programme as well as guidelines for the programme's implementation. The conceptual framework that was developed became the basis for the development of the psycho-educational programme. The overview of the psycho-educational programme included the purpose, the assumptions, the context, the structure and the process of the programme.

Psycho-educational programmes should be clear, accessible, applicable and adequate in relation to its purpose (Van den Berg, 2018:135). The psycho-educational programme had to be relevant and easy to implement, not time-consuming, and it had to support the culture of teaching and learning at a TVET college. The psycho-educational programme aimed to facilitate lecturers in managing their lived experiences of aggression for the benefit of their own mental health as described in detail in Chapter 5 (Segal, 2011:54-62; Mental Health, 2016:n.p.).

2.6 ETHICAL CONSIDERATIONS

Ethical behaviour refers to a set of principles, rules or standards governing a person or profession (Hennick, Bailey & Hutter, 2011:66). There are fundamental ethical principles based on human rights and moral judgement that should guide researchers (Abun, 2014:1). The ethical considerations, morals and rules of research behaviour that needed to be adhered to and reflected on were honoured as far as possible throughout the research process of this study (Babbie, 2015:522). Ethical clearance was obtained from relevant stakeholders to conduct this study, such as the University of Johannesburg, the college principal, campus manager and the lecturers who signed consent (Creswell, 2013:11-12; 225-227).

The constitution of the Republic of South Africa, Act 108 of 1996, clearly and extensively explain ethical issues such as informed consent, voluntary participation and non-affliction of harm: “Everyone has the right to bodily and psychological integrity, which includes the right not to be subjected to medical or scientific experiments without their informed consent” (Constitution of South Africa, 1996; The South African Medical Research Council, 2002). Lecturers have the right to positive mental health as a state of well-being, realising their own abilities, coping with normal stresses of life, working productively and fruitfully, and able to make contributions to their community (World Health Organisation, 2007:1).

As discussed in Chapter 1, the ethics of this study were based on the four ethical principles as identified by Dhai and McQuoid-Mason (2011:14-15). The researcher briefly reflects on the ethical considerations for this study in the next section:

- *Autonomy*: Ethics applied as anonymity and confidentiality ensured to the lecturers
- *Non-maleficence*: Ethics applied by showing respect and protecting lecturers from harm
- *Beneficence*: Ethics applied by respecting human rights and promoting the positive welfare of lecturers
- *Justice*: Ethics applied by adhering to fairness and objectivity in a just way

Research ethics concern the responsibility of researchers, to be honest and respectful of all individuals who are affected by research studies (Sanjari, et al. 2014:2-4). Since the researcher spent considerable time with the lecturers, she honoured ethical principles and considerations to the best interest of herself and the lecturers during this study (Gravetter & Forzano, 2018:90-105). Ethical conduct included that the researcher did not harm lecturers, protected the privacy and anonymity of lecturers, and maintained the confidentiality of information (Hennink, et al. 2011:66).

2.7 SUMMARY

In this chapter, the research design and method were presented and described in detail. The three main phases for this study, namely the situation analysis, the development of a conceptual framework, and the development of the psycho-educational programme, were discussed. The methods that were used for the research design were fully described. Trustworthiness was elaborated on and the researcher discussed the four aspects relevant to this study. Ethical measures were adhered to and reflected on.

The researcher was the primary instrument for data collection. The researcher chose an inductive phenomenological approach in a natural setting and planned individual, in-depth, phenomenological interviews with lecturers on the campus of a specific TVET college. The research method, activities, sampling method, fieldwork, data collection and data analysis were all discussed in detail in this chapter.

In Chapter 3, the research results are outlined and described. The individual, in-depth, phenomenological interviews and field notes are analysed and categorised according to themes. The researcher discusses the lecturers' lived experiences of aggression in detail. Relevant literature is also presented to support the findings of this study.



CHAPTER THREE

LIVED EXPERIENCES OF AGGRESSION FROM LECTURERS ON THE CAMPUS OF A TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) COLLEGE

3.1 INTRODUCTION

In Chapter Two, the researcher covered the research design and research methodology that were applied for this study. The focus of this chapter is the description of the findings of the data. The demographical data of the lecturers are presented, along with the central storyline, themes and categories that emerged from the data analysis. A relevant literature study was conducted to enhance the trustworthiness of this study (Creswell, 2013:250-277).

3.2 DEMOGRAPHICAL DATA OF PARTICIPANTS

The researcher conducted interviews with five male and five female participants who willingly took part and were interviewed. Participants were from different cultural groups which represented different language groups such as Venda, Shona, Zulu, English and Afrikaans.

The participants were lecturers in their early 30s up to experienced participants in their late 50s. They were lecturers who have lectured at a TVET college for a minimum of three years and a maximum of 28 years. Lecturers with relevant teaching experience gave their consent to be part of this study.

Lecturers were professionally qualified to lecture in a tertiary educational environment. They had relevant teaching qualifications such as diplomas in Education, degrees in Education, honours and master's degrees, and PhD qualifications. Lecturers were registered with the SACE. The main aim of the SACE is to enhance the status of the teaching profession and to encourage professional development with an inculcation about a code of ethics for all educators in South Africa (SACE, 2011).

Lecturers were interviewed during their free periods or during breaks, so as not to interrupt the culture of teaching and learning on the campus. Interviews were conducted according to an approved time schedule that was discussed and confirmed with the college principal and the campus manager. Scheduled classes for the lecturers and students continued according to their timetables.

Participants requested that their personal demographical data should remain confidential due to the sensitivity of information that was disclosed during this study. The researcher honoured the request in order to protect the participants from any harm.

The researcher implemented the following system for data analysis and reference purposes as applied in the discussions for this study:

Keys and abbreviations were used to analyse the data:

- **P = Participant**
- **P 1 = A specific number indicates the number of the participant for this research study**
- **M = Male and F = Female**
- **T = Teaching qualification and teaching experience relevant to teach in a higher educational environment. Registered with the professional body for educators in South Africa: SACE = South African Council for Educators**

Table 3.1 is a summary of the relevant demographical data of the lecturers, which are disclosed with their permission, for this study.

Table 3.1: Summary of the demographical data of the participants

| Participant | Gender | Professional Teaching Qualification and relevant Teaching Experience = T | SACE Registration YES NO |
|----------------------|---------------|---|---|
| Participant 1 P 1 | Male | Yes | Yes |
| Participant 2 P 2 | Female | Yes | Yes |
| Participant 3 P 3 | Male | Yes | Yes |
| Participant 4 P 4 | Male | Yes | Yes |
| Participant 5 P 5 | Female | Yes | Yes |
| Participant 6 P 6 | Female | Yes | Yes |
| Participant 7 P 7 | Female | Yes | Yes |
| Participant 8 P 8 | Male | Yes | Yes |
| Participant 9 P 9 | Male | Yes | Yes |

| Participant | Gender | Professional Teaching Qualification and relevant Teaching Experience = T | SACE Registration YES NO |
|----------------------------|---------------|---|---|
| Participant 10 P 10 | Female | Yes | Yes |

The central storyline, themes and categories that emerged and were identified for this study are discussed in detail in the following sections.

3.3 DESCRIPTION OF THE RESULTS AND LITERATURE CONTROL

The concept of aggression is not easily or simplistically defined or understood. Aggression has different meanings, vagueness and inaccuracies when describing it in ordinary language (Myburgh & Poggenpoel, 2009:447). The central storyline that emerged from the lecturers' lived experiences of aggression is discussed next.

3.3.1 The central storyline

Lecturers expressed to the researcher that they had either observed or experienced aggression one way or another while on the campus. Negative interactions, frustrations and aggression between top college management, campus management, colleagues and students were noted and experienced by the lecturers.

The central storyline indicated that lecturers experienced aggression as a flow of disrespect and a breakdown of communication at all levels in the college. They experienced aggression as unfairness and favouritism demonstrated in terms of workloads and benefits to only some departments and some lecturers. Lecturers also experienced aggression as disturbing in the workplace, which is supposed to be a professional environment within the context of education.

Experiences of aggression, frustrations and aggressive behaviour erupted between colleagues during peak, busy times on the campus due to high numbers of student enrolments, non-submissions of assignments from students, non-compliance and students' poor class attendance. Lecturers experienced an overload of invigilation sessions together with marking and moderating tests and exam papers – all events happening at the same time. The experiences of aggression from lecturers affected the staff's morale negatively and left lecturers 'overwhelmed' (Roache & Lewis, 2011:132-146).

Some lecturers who experienced aggression on the campus voiced their experiences of aggression in the following verbatim quotes:

“Aggression is very serious...” (P 1, M, T) and (P 6, F, T)

“Aggression is from all over...from students, from staff members, from colleagues...” (P 10, F, T)

“You as a lecturer, ultimately become aggressive...” (P 4, M, T)

The central storyline unfolded in three themes with different underlying categories as described in the following sections.

3.3.2 Discussion of the findings about the experiences of aggression from lecturers: Themes and categories

The findings of this study are discussed according to an overview of the themes and categories that were identified from the transcribed interviews and field notes. The findings are linked, compared, challenged and extended to literature in order to reveal their full value (Bazeley, 2009:6-14).

A thematic approach includes detailed discussions about the themes arising from the qualitative data with extensive quotes and rich details to support the themes unfolding for this study, according to Creswell (2013:266).

Three themes emerged that were relevant to this study: *Theme One*: Lecturers experienced aggression as a flow of disrespect and a breakdown of communication at all levels in the college; *Theme Two*: Lecturers experienced aggression and frustration with the unfairness and favouritism demonstrated in terms of workloads and benefits to only some departments and lecturers; and *Theme Three*: Lecturers experienced aggression as disturbing in the workplace, which is supposed to be a professional environment in the context of education.

The three themes and categories identified as key to this study are indicated in Table 3.2.

Table 3.2: A summary of identified themes and categories from the experiences of aggression by lecturers on the campus of a TVET college

| THEMES | CATEGORIES |
|---|---|
| <p>Theme One: Lecturers experienced aggression as a flow of disrespect and a breakdown of communication at all levels in the college</p> | <p><i>Experiences of aggression from top college management:</i></p> <p>i) Lecturers experienced aggression in the way that top college management disrespected them, broke down communication on all levels and undermined them. The continuous pressure had a negative effect on the staff's morale</p> <p><i>Experiences of aggression from campus management:</i></p> |

| THEMES | CATEGORIES |
|--|--|
| | <p>ii) Lecturers experienced aggression in the way that campus management showed disrespect and applied ineffective communication skills</p> <p><i>Experiences of aggression from colleagues:</i></p> <p>iii) Lecturers experienced aggression between colleagues and displayed disrespect in their own way</p> <p><i>Experiences of aggression from students:</i></p> <p>iv) Lecturers experienced aggression in the way students disrespected them</p> |
| <p>Theme Two: Lecturers experienced aggression and frustration with the unfairness and favouritism demonstrated in terms of workloads and benefits to only some departments and lecturers</p> | <p><i>Experiences of aggression due to unfairness and favouritism:</i></p> <p>i) Lecturers experienced aggression and frustration with unfair workloads and favouritism in spreading the benefits to only some departments and lecturers</p> |

| THEMES | CATEGORIES |
|--|---|
| | <p><i>Experiences of aggression due to other factors leading to deep levels of frustration:</i></p> <p>ii) Lecturers experienced aggression in terms of other factors which contributed to deep levels of frustration between colleagues</p> <p><i>The factors included:</i></p> <ul style="list-style-type: none"> • Multi-cultural differences • Racial factors and remarks • Age differences • Multi-lingual environment and language diversity • Personal problems from home |
| <p>Theme Three: Lecturers experienced aggression as disturbing in the workplace, which is supposed to be a professional environment in the context of education</p> | <p><i>Experiences of aggression in an educational environment:</i></p> <p>i) Lecturers were disturbed by the aggression they had experienced and / or observed in the context of education</p> <p><i>Lecturers wanted to perform more professionally:</i></p> |

| THEMES | CATEGORIES |
|--------|--|
| | <p>ii) Lecturers experienced the need to perform in a more professional way</p> <p><i>Lecturers used their own coping mechanisms:</i></p> <p>iii) Lecturers used different coping mechanisms to manage their experiences of aggression</p> |

3.3.2.1 Theme One: Lecturers experienced aggression as a flow of disrespect and a breakdown of communication at all levels in the college

Theme One emerged since lecturers experienced aggression and disrespect due to ineffective communication from management at all levels in the college. Some of the interactions between staff and management were expressed as being tense, not mutually reciprocal and associated with ‘not-being-heard’ because top college management did not keep their promises.

The researcher wants to clarify the different concepts of *management* as the terminology is used in different ways for this study. (It is merely a possible example, but not cast in stone because different colleges may have different structures). The following management structures seem to be of essence in order to understand the management processes at a TVET college as outlined for this study:

Top college management refers to the principal, deputy principals and head of administration, head of marketing and may include other heads of departments, who

are based at head office or corporate offices in a central place. From time to time, campus managers from different campuses may be a part of top college management meetings, depending on agendas and decisions that have to be affected. Top college management is responsible for visionary, missionary, strategic, academic and most implementation plans aligned with the Department of Higher Education (South African Council of Higher Education, 2004; Higher Education and Training White Paper, 2014).

Campus management include the campus manager, deputy campus managers, head of departments and senior lecturers based on a specific campus. Campus management oversee the events on a specific campus and should take responsibility for the lecturers, administration staff and students on the specific campus.

Management refers broadly and 'loosely' to all management structures at the college and include top college management and campus management.

(a) Category One: Lecturers experienced aggression in the way that top college management disrespected them, broke down communication on all levels and undermined them. The continuous pressure had a negative effect on the staff's morale

Lecturers experienced aggression as coming from top college management in the way that top college management disrespected them by not fulfilling their promises. Lecturers experienced that the ignorance and disrespect from top college management made them react aggressively from time to time. Lecturers shared that top college management expected staff to work long hours without any recognition. Lecturers wanted top college management to get their own house in order. Lecturers should be treated with the respect they deserve. The experiences of aggression from lecturers affected the staff's morale negatively on the campus because "...*they shouted and screamed in front of other staff members...*" (P6, F, T). It seemed as if lecturers had 'no concerns', were not considerate towards each other, and 'openly' showed disrespect in some instances. Experiences of aggression from **top college management** are described in the following sections.

Lecturers experienced aggression as *disrespect* from top college management in the way that they did not support lecturers nor assisted lecturers constructively on the campus. Participants stated:

“So the aggression is so high, very high between colleagues...sometimes they feel that management are not doing the things the way they expect them to be done...” (P 10, F, T)

“The staff is frustrated because maybe they are unable to get the assistance from the top management...” (P 8, M, T)

Participant one experienced that top college management may be the main reason for the experiences of aggression from lecturers in the way they *disrespected* the lecturers. Top college management did not keep their promises. Days passed and lecturers received ‘nothing’ from top college management:

“I can say that the main reason for aggression is that top management are not fulfilling their promises...” (P 1, M, T)

“The promises that they’re going to deliver on one, two, three...then days go by and we get nothing...” (P 1, M, T)

Disrespectful behaviour has the opposite effect of respectful conduct, resulting in an unpleasant working environment. Disrespect may manifest as individuals tend to act aggressively, spreading harmful rumours or gossip, and showing embarrassing actions and behaviour towards colleagues, impairing social relationships (Krahe, 2013:123). Disrespect is experienced as covert aggression by purposely withholding important information that is detrimental to the staff’s morale and work ethic on the campus (Ferguson, 2019:n.p.).

Respectful behaviour happens when people are valued; people treat others the way they want to be treated and aggression is tackled promptly and effectively. Respectful behaviour paves the way for a positive working environment where communication is

courteous and tactful, and disrespectful conduct is appropriately addressed (Ferguson, 2019:n.p.; De Young, 2009:1-5).

Lecturers experienced aggression due to the *breakdown of communication* from top college management. They were reluctant and did not give the required feedback nor answered the questions submitted to them. Lecturers made submissions and communicated particular concerns to top college management. They expected feedback and possible solutions but top college management failed them.

Lecturers verbalised their experiences of aggression due to ineffective communication from top college management in the following ways:

“When it comes to the communication channel in terms of lecturers, campus management and corporate level; there is sort of like a communication breakdown...” (P 9, M, T)

“There’s miscommunication between management and lecturers...” (P 4, M, T)

“Communication is reciprocal on it’s own...Reciprocal is a two-way process...you fail to get the feedback from the receiver...” (P 4, M, T)

“The reluctance on the part of management at times, you make submissions, you’ve got certain things which you’re not fine with...you’re expecting the feedback...but there is the lack of feedback” (P 4, M, T)

Communication skills enable people to express themselves and to understand others. Incompetence and inadequacy in these skills increase the likelihood of aggression and the tendency to behave aggressively (Kurtyilmaz & Can, 2010:89). Communication and management skills are often the core problem in the experiences of aggression (Hauptfleisch & Rheeder, 2017:11). Individuals revert to ineffective forms of communication or stop communicating at all, but according to Grossman (2011:12), not communicating is not an option. By not communicating, people still communicate something; perhaps that the person is too busy or not interested in the situation. Without being articulated, unconscious impulses accompany all a person’s conscious

conduct by affectively commentating, as it were, current modes of behaviour in the form of feelings of approval or disapproval (Honneth, 2008:187; Kerr, 2018:80-88).

Management can have an impact on the efficiency of staff. The way in which a manager communicates, interacts with staff and makes decisions can lead to miscommunication and unhappy staff (Muchinsky, et al. 2009:125-127). Leadership styles and external communication from management have an influence on the staff's morale because staff tend to 'mirror' their leaders (Hauptfleisch & Rheeder, 2017:8-9).

Lecturers experienced aggression in how they perceived top college management *undermined* them. They perceived a lack of effective, professional management skills. At times, not even senior staff members received assistance or support from top college management. Lecturers shared that top college management lacked open transparency processes with regards to their management strategies.

Lecturers experienced that top college management undermined them by using their power inappropriately, and lecturers 'just' had to implement decisions from top-down:

"I think a lot of the problems comes from the top management...Decisions made at top management level that has to just be implemented on campus level..."
(P 7, F, T)

"Senior staff receive no assistance from management..." (P 7, F, T)

"And that we on the campus feel that the problem was created by top management and now they're not assisting us to handle the problem..." (P 7, F, T)

"People, I think is unhappy about unfair situations or situations that we are put in by the management, that causes some aggression between colleagues..."
(P 7, F, T)

"They, the management, just use their power wrong..." (P 6, F, T)

Toerien (2014:78) states that workplace bullying is complicated and devastating. These power games can be difficult to prove to people who have not experienced the actions. What makes the problem worse is that the bully is often a manager and therefore has the power to manipulate the situation (Bullied Academics, 2014:n.p.). This finding was substantiated by Keashly and Neuman (2010:55), who reported that lecturers may experience aggression from levels above them. The frustration and aggression are often associated with perceptions of unfair or belligerent treatment.

People are in a position to harm others by creating a win-lose situation where the other party is the 'loser'. Undermining the other person or party supports distrust, dislike, deception, rivalry and threats when people use their power in the wrong way (Bergh & Theron, 2009:187). Undermining an individual, leaves them disempowered as it seems there is a form of power-play between different parties (Myburgh, Poggenpoel & Kgabo, 2017:388-392).

Lecturers experienced aggression due to *continuous pressure* from top college management. Lecturers had to enrol students, even if it was impractical and the campus did not have the required facilities. Lecturers experienced that they had to make space for students because it was expected from top college management and students, even though the campus lacked proper resources and did not have enough lecturers.

The continuous pressure from top college management on all levels had a negative effect on the staff's morale and lecturers experienced the following concerns related to over-enrolment and limited resources on the campus:

"You are pressured...this management, all the time they will tell you want, want, want, now...They think we are machines..." (P 10, F, T)

"Yes, sometimes there is over-enrolment but we understand the government is saying we need to open higher education, make it accessible...but it puts pressure on the workload relating to lecturers..." (P 8, M, T)

“Our enrolments for this year have been very high because we were told to enrol everyone who comes into the college but we may not have enough facilities...” (P 3, M, T)

“We were forced by the head to enrol more...they have over-enrolled...So there are more students, less classes and less lecturers...we don't have enough resources...But if it is from the top guys, there is nothing we can do...” (P 9, M, T)

Toerien (2014:74) confirms that important variables causing frustration in education include unreasonably large class sizes and a lack of supplies, materials and resources. Aggression follows when people compete for the same resources and interests, especially if there is a perception that one is treated unfairly and unjustly (Bergh & Theron, 2009:180). Continuous pressure and work overload affected the quality of work from the lecturers adversely and they were not able to prepare adequately for their next lessons (Majoni, 2017:158).

Based on *Theme One, Category One*, lecturers experienced aggression from top college management in the ways that top college management showed disrespect, did not honour communication channels, and did not give feedback to the lecturers. Top college management pressured lecturers to work harder and longer hours. The experiences of aggression affected the staff's morale negatively.

(b) Category Two: Lecturers experienced aggression in the way that campus management showed disrespect and applied ineffective communication skills

Lecturers experienced that campus management showed disrespect and there was no positive or effective communication. Lecturers did not receive information in time and it caused frustration and confrontation with campus management. Lecturers were frustrated because they experienced that campus management did not give them the necessary support. Participants felt that sometimes they had to pressure campus management to effect changes in order to receive solutions on campus level. Campus

management had to make an effort to consult top college management about unresolved issues on the campus.

Lecturers experienced aggression in the way that campus management *disrespected* them by not always acknowledging their needs, interests and frustrations. They were of the opinion that campus management was reluctant to seek solutions and lecturers were not supported by campus management to resolve issues on the campus. Experiences of aggression from **campus management** are described next.

Lecturers experienced *disrespect* from campus management as expressed in the following verbatim quotations:

“There is no respect here...colleagues saying things as if this person is incompetent...reluctance on the part of management...” (P 9, M, T)

“Ja, I think the level of respect is an issue...So I think maybe that is the reason why most of the lecturers, you will find they are frustrated...We need to pressurise the management of the campus so that they can escalate and try to maybe seek for solutions at a corporate level...” (P 9, M, T)

“...but without the support of the campus management...” (P 1, M, T)

Disrespect quickly breeds disrespect and one should be careful not to be negative towards already disrespectful dispositions. One should be able to recognise disrespect and its negative effects on others, and focus on the positive aspects instead of the negative (Borba, 2019:n.p.). When lecturers support an environment that tolerates disrespect, it may show that disrespect is acceptable, and even allowed, when some lecturers act disrespectfully to achieve the goals they set for themselves (Botha, et al. 2013:4).

Respect is a basic human right and humans want to be treated with respect and dignity. Respectful statements and behaviour should be encouraged on the campus (Borba, 2019:n.p.). In a respectful workplace, diversity is where individuals collaborate for the common good of the institution, regardless of differences between individuals.

A respectful educational environment has inspiring and motivational leaders rather than dictatorial or intimidating leaders (Ferguson, 2019:n.p.). Campus management should refrain from actions that impede on the lecturers' ability to perform their work duties, such as 'refusing' to provide the necessary resources or intentionally 'slowing down' work (Bergh & Theron, 2009:176).

Lecturers experienced that campus management *lacked effective communication skills*. Lecturers shared that there was no positive or fruitful communication and they did not receive certain information on time. Lecturers experienced that campus management did not always give them *feedback* with regards to submissions they have made because campus management cannot 'just make decisions' on their own. Campus management mostly needed approval from top college management in order to effect changes or to implement structures and plans. Autonomous decision making seems to be 'limited' for campus managers.

Lecturers experienced *ineffective communication* between themselves and campus management as stated in the following quotations:

"...and miscommunication at our campus is like lecturers versus campus management. There is no positive or fruitful communication. So I think maybe that is the reason why most of the lecturers, you will find they are frustrated..."
(P 9, M, T)

"...maybe the information was not given in a normal or proper time. So this is where sometimes it may create some tension between colleagues..." (P 8, M, T)

"...Even the management does not have answers for other things because some of the things, they cannot just take decisions...they have to consult... If top management or corporate level says no, they can't do anything..." (P 9, M, T)

"You make submissions for the management...management at times don't give feedback..." (P 4, M, T)

Internal and interpersonal communication on the campus is critical for the lecturers and has the purpose of sharing information and delegating tasks (Gamble & Gamble, 2013:1-3). Effective communication skills will guide lecturers to complete their tasks and duties successfully and on time (Hauptfleisch & Rheeder, 2017:12-13). Toerien (2014:76) notes that a lack of communication or unclear communication, even the manner of communication, may lead to uncertainty and hidden aggression between managers and lecturers. Lecturers experienced the lack of positive, fruitful communication and not receiving feedback from campus management, as disrespect (Management Study Guide, 2013:n.p.).

Lecturers felt that campus management ‘*pressurised*’ them to work harder and longer hours. Lecturers experienced aggression because they had to cope with the over-enrolment of students and large class sizes, and campus management did not provide extra support or additional resources.

Lecturers experienced that campus management failed them and the students:

“We were told to enrol everyone who comes into the college...our enrolments for this year have been very high... and we may not have enough facilities... We’re under pressure...” (P 3, M, T)

“At a TVET college at least they need to have simulation rooms where some of these practicals may take place...It’s not enough now, assisting those students...” (P 8, M, T)

“We need to have extra classes, we need to have extra lecturers in most cases...TVET colleges cannot even afford to appoint more staff because of budgetary constraints...” (P 8, M, T)

“...the students were enrolled for those subjects and they have to be taught...but we may not have enough facilities...” (P 3, M, T)

Participant six experienced that however hard they had to work to accommodate the large number of students, campus management did not appreciate their effort and hard work:

“The queues were very long...we didn’t even go to lunch...I was sitting helping these students...They (management) don’t consider the effort...” (P 6, F, T)

An individual’s experience in a particular work situation influences their attitudes, and changes in the work situation may lead to changes in their attitudes. Indirectly, it may lead to changes in their work behaviour and may include aggressive behaviour (Newton, 2011:1-5). Job dissatisfaction, as derived from external factors such as physical working conditions, policies, relationships with colleagues and the absence of recognition and rewards, may leave staff discontent. Some individuals feel that more work and more responsibility should be rewarded by increased benefits, including financial benefits (Bergh & Theron, 2009:130-131). Working with management can be a challenge, and at the end of a very long teaching day, it can be difficult to care about connecting with your colleagues (Louden, 2017:n.p.).

A lack of co-operation and strained relationships added to the pressure on lecturers. Lecturers asserted that they tended to challenge authority on the campus because they experienced campus management were not respecting them (Chirwa, 2014:53-56).

Lecturers also experienced that they were *not involved as stakeholders* in the decision-making processes of the campus, and that campus management were not transparent about the strategies, processes, policies and the future plans of the college.

Concerns were raised by the lecturers with regards to the vision, openness and transparency from the top college management and campus management:

“If management cannot explain the strategy to people at the bottom, if people at the bottom don’t understand the strategy or how to go about it, then it

frustrates them. So communication relating to strategy is very important...if strategy is not explained, it becomes a problem...” (P 8, M, T)

“If management can make people understand where the college is going...make processes available, be transparent, involve them...” (P 8, M, T)

“Involve all stakeholders...to be part of any discussions...everyone is on board...everyone is taken aboard...It minimizes conflict...” (P 3, M, T)

“...if they are involved, they become aware, they understand the challenges and they are part... Yes, they take ownership because they are involved...” (P 3, M, T)

Handling aggression is not easy and should be adapted to specific situations. Any forum or opportunity created to allow lecturers to express their feelings, frustrations and aggression in an acceptable manner may facilitate catharsis. This means that staff may find emotional release, which may prevent further or more serious incidents of aggression (Bergh & Theron, 2009:186). Lecturers may find emotional release when they are part of the challenges and take ‘ownership’ by being involved in the college processes, utilising their skills and abilities in designing their own work (Basak & Ghosh, 2011:1206). An awareness and understanding of power and control, as core social motives, need to be developed by lecturers to engage in a more reflective and critical manner to vent their feelings (Botha, et al. 2013:11).

Lecturers experienced that campus management were *not firm* enough with some of the staff members and wanted campus management to have a firm hand and to know the balance between ‘being firm and being nice’ in their management positions. Lecturers experienced that campus management should implement consequences if colleagues did not adhere to instructions and requests from managers.

Lecturers were concerned about the management style of campus management and the effect it had on the campus:

“If you manage people you need someone that’s got a firm hand on the staff and that also does not happen...” (P 7, F, T)

“I don’t think there’s consequences for not doing stuff...there’s no consequences here...” (P 7, F, T)

“Sometimes the managers, they are not that firm towards their subordinates and as subordinates we tend to take advantage of that...” (P 1, M, T)

“You need to have a balance when to be firm and when to be nice as a manager...” (P 1, M, T)

Literature confirmed that management’s inability to take action often leads to perceived unfair treatment and frustration (Toerien, 2014:77). The inability of campus management to make decisions and take action was confirmed by participant seven:

“Staff think that if he (the campus manager) maybe put his foot down with regards to situations that we are in on the campus, this situation would have been better...” (P 7, F, T)

Effective leaders set appropriate examples for their subordinates to follow. Leaders and managers are granted power and authority over their subordinates (Educational Management, 2019:n.p.). Managers are in a vulnerable position and should know how to monitor staff and the working environment. Managers should exhibit respectful behaviour towards colleagues and should use the differences between people to the common good of the staff and the institution (Ferguson, 2019:n.p.). Depending on the severity of disrespectful behaviour, consequences may include verbal or written warnings, suspension or termination. Leaders are psychological beings and could focus on personal control and self-determination as an asset for moral authority and self-reflection (Myburgh, et al. 2017:390; Connelly, 2011:33-38).

Theme One, Category Two elaborated on the experiences of aggression from lecturers with the focus on disrespect, ineffective communication and leadership skills.

Lecturers experienced that they were not involved as stakeholders in decision making on the campus.

(c) Category Three: Lecturers experienced aggression between colleagues and displayed disrespect in their own way

Lecturers experienced that some colleagues disrespected other colleagues and senior staff members. They undermined the integrity of senior management and other staff members by showing a superiority complex. Some lecturers did not adhere to the instructions given by management. Sometimes lecturers did not honour submission dates or other requests from management. Lecturers experienced that the staff and management did not work together as a team on the campus.

Lecturers experienced aggression as disrespect from their **colleagues**, as indicated in the following sections.

The following direct quotations describe the experiences of *disrespect* and the lecturers' *undermining* of management:

"...disrespecting, not taking orders as you are requested by your seniors...Seniors, they always have to run after you to submit things that you know that you have to submit..." (P 1, M, T)

"...even the thing of say let me respect my senior, I'm the subordinate, it just vanishes from their minds. They just act aggressively..." (P 4, M, T)

"This talks to the issue of one undermining another person's integrity...you're undermining his integrity, not whatever he said... It's the superiority complex..." (P 4, M, T)

"So we are not working like as a team, someone is superior to the other of which it is not supposed to be like that..." (P 9, M, T)

Disrespect, when an individual is undermining authority with associated negative actions and practices, whether intentional or incidental, can still cause distress and humiliation. Offensive behaviour interferes with work performance and causes an unpleasant working environment and poor relationships between colleagues (Chirwa, 2014:56). In the context of work, with a strong emphasis on human rights, where staff members do not fulfil their work contract, appropriate action may be taken to call staff to order (Bergh & Theron, 2009:176).

Lecturers experienced that however hard they tried, the *pressure* from management and colleagues made them deliver quantity work and possibly not quality work due to unmanageable workloads. Lecturers shared that some colleagues were taking action to put pressure on top college management and campus management in order to effect and 'see changes'.

Lecturers experienced pressure in the following ways:

"There's pressure from all over, left, right and centre from the management... And they will put pressure on us because they also get pressure from up there...you want to do quality work, but because of the pressure, you end up doing quantity not quality..." (P 10, F, T)

"...lecturers will put pressure to them and then they would now put pressure to the corporate level and that's when you will be able to see changes..." (P 9, M, T)

"It puts pressure on the workload relating to lecturers..." (P 8, M, T)

"With staff, pressure, it's so serious. Already the staff are on sort of a strike..." (P 6, F, T)

Colleagues were overworked because of undue pressure, impossible deadlines, and unnecessary disruptions, and lecturers perceived it as being set-up to fail. Not giving recognition or showing appreciation, and failing to give credit when it is due, may threaten the professional status of colleagues (Majoni, 2017:159). The destabilisation

of the working environment by unfair workloads and using social manipulation as a type of workplace bullying may also add to experiences of aggression (Bergh & Theron, 2009:177).

Lecturers experienced that certain colleagues were *confrontational* and launched *personal attacks* during staff meetings and briefing meetings. Some staff members started 'firing' early morning and launched personal attacks on colleagues. Lecturers experienced that staff members 'liked' attacking other colleagues and they just wanted to do a 'show-off' in front of an audience in the staff room. Some of the requests from staff were perceived as unreasonable. These attacks and outbursts from colleagues caused a lot of tension in the staff room.

Lecturers experienced that the confrontation from colleagues disturbed their entire day as captured in the following quotations:

"During the staff meeting and the morning briefing, they are so unreasonable and they cause a lot of tension... There's a lot of confrontation..." (P 1, M, T)

"You find a colleague attacking (verbally) a campus manager in the staff room... They just want to do a show-off..." (P 1, M, T)

"Attacks are personal... You know there are people, they like attacking... The other one felt that this person is always attacking me...and...uhhh...In the morning briefing...they start firing..." (P 6, F, T)

"Here you will find people fighting in the morning briefing and you see it will affect you for the entire day. It's quiet disturbing..." (P 9, M, T)

Many social events and specific situations can cause frustration and anger, which might result in aggressive reactions, especially if these factors hinder goal achievement and work performance. A diverse workforce implies many different types of individuals working together (Lumley, Coetzee, Tladinyane & Ferreira, 2011:110). The many personal differences can be amplified during conflict situations, leading to negative emotions and a possible increase in the potential for aggressive behaviour

(Bergh & Theron, 2009:180-182). Aggression is antisocial behaviour that is intended to harm or hurt another person or is directed towards people (Botha, et al. 2013:2). The destructive power of human aggression is one of the greatest social concerns of current times and lecturers released their own aggression in acts of criticism and insulting others (Naicker, et al. 2014:794).

Lecturers experienced that they were not involved in the *decision making or policy-making processes* of the campus or college. Lecturers claimed that they were not respected as *stakeholders* and were not consulted as such. They experienced being 'left out' and disrespected because even if they were able to contribute to the college policies or decisions in a positive way, they were not afforded the opportunity.

Participants three and eight raised the following concerns:

“College policies must be clear and besides being clear, they must – the purpose of a policy is to be implemented...So policies must be clear, must be known by the implementers...Involve all stake holders...” (P 3, M, T)

“Get representatives on the staff to be part of the policy-making process...To be part of any discussions...Involve student bodies, the lecturers, representatives...” (P 3, M, T)

“Colleagues feel disrespected, colleagues feel left out in most cases...People get frustrated because even if they had opinions or even if they can assist by contributing positively to the college, they are unable to do that...” (P 8, M, T)

“The college is highly unionised because people at the lower level have felt that they've been left out for such a long time...Therefore, they're beginning to take or get their own voice through unions, but now the challenge is you still have management that is not used to be challenged...” (P 8, M, T)

Opportunities for participation should be created for lecturers to share in the different structures that are present at the college as stakeholders. Brownstein (2009:n.p.) and Ormrod (2019:429-438) indicate that management demonstrates tolerance and

respect for others when decision-making processes are linked to fair outcomes for all relevant stakeholders, such as the lecturers. Lecturers who have the opportunity to participate in decision-making processes feel more secure on the campus, are accepted, get attention and receive recognition (Basak & Ghosh, 2011:1203-1206). Being involved in decision-making processes may support the self-value of lecturers, make their lives more meaningful and grow a positive self-concept (Tas & Iskender, 2017:27).

Lecturers experienced aggression from colleagues who did not adhere to the *work ethics* of the college. They felt that some colleagues arrived late for work and they did not respect the time of campus management, other colleagues or students.

Participant one experienced a lack of professionalism and a lack of proper time management from colleagues. Some lecturers tend to continuously arrive late for morning briefings, staff meetings and they arrived at their classes late. Students were left unattended as a result. Participant one thus raised the following concerns:

“You find colleagues, they report very, very late for work...students staying outside the classroom, waiting for colleagues...” (P 1, M, T)

“We still lack that professionalism, that urgency of saying how do you expect so many people to wait for one individual...It’s not right...” (P 1, M, T)

Lecturers who are unsure of their own teaching capabilities and teaching methods devote little time to academic activities in the classroom. Sometimes they arrive late for class and do not spend extra time with weaker students. Low levels of job satisfaction contribute to cases of misconduct, especially absenteeism and late-coming (Chirwa, 2014:49). Lecturers do not hesitate to criticise their students when such need arises (Sharma, 2012:622-628). This incompetent and insecure attitude from lecturers is detrimental to students’ development of cognitive skills (Ormrod, 2019:30-33).

Sometimes lecturers experienced that their colleagues did not honour the *work ethics* of the college by withholding certain teaching and learning material from one another.

Participant five experienced it as unfair treatment from a colleague as indicated in the quotations:

“I was actually asking for material so that I could build up information about the subject... Unfair to me that I knew he had the materials...he could actually give it to me...” (P 5, F, T)

“...harshly so, he said he does not have it, they’re lost...He lied when he said he does not have those materials...he has been teaching the subject for long...” (P 5, F, T)

Obstructionism includes actions from colleagues that are designed to impede an individual’s ability to perform a job and to meet the objectives of an institution when refusing to provide resources needed by an individual (Bergh & Theron, 2009:176). Indirect aggression refers to socially manipulative behaviour as experienced by lecturers (Breet, et al. 2010:515).

Lecturers experienced that some colleagues did not honour the *work ethics* of the college by mobilising students against other colleagues. Lecturers gossiped about their colleagues and shared confidential information with students. Some lecturers did not entertain that and called the students to order. Lecturers should be aware that they are role models to the students and lecturers should refrain from influencing students against other colleagues:

“I could feel like learners were not satisfied, or they were influenced...they don’t want me to actually be teaching them...” (P 5, F, T)

“Like if a student speaks about your colleague to you, I call them to order...I don’t even want to hear, that’s my colleague...” (P 10, F, T)

“Particular lecturers will even communicate whatever we were saying in the staff room with the students...Lecturers must be aware of what they communicate with the students because we serve as role models here...” (P 4, M, T)

Disrespectful words and behaviours were displayed by students for years. Changing habits takes time and effort, and often students are not aware of the number of disrespectful statements they are making (Sharma, 2012:625). Students ought to learn to respect the confidentiality of lecturers (Borba, 2019:n.p.).

Lecturers experienced that some colleagues were *booked off during strenuous exam invigilation sessions*. They raised their concerns before the start of the exams but management did not respond to their frustrations and requests about the exams and the invigilation time table. Some lecturers acted in their own creative way and took their own initiative, not honouring exam invigilation sessions by being 'booked off'.

Participant six experienced that when exam invigilation sessions and marking sessions were combined and integrated, lecturers had to adhere to both invigilation and marking at the same time. Lecturers were expected to mark exam scripts from students after invigilating for three hours. It was straining and tiring for lecturers and some lecturers did not cope:

"It's straining...it's tiring...it's not easy..." (P 6, F, T)

*"If it is an external exam it's more about the invigilation...lots of sessions...
If it is an internal exam, after invigilating for three hours, you are expected to go and mark..." (P 6, F, T)*

*"It ends up going to a point of staff members being absent on the day that they know they're invigilating...but when people raise the frustrations before, they don't do anything about it...Strategy...the only way of getting back is to be absent...You present your medical certificate, you are allowed to be absent..."
(P 6, F, T)*

The experiences of aggression and frustration from lecturers were supported by the literature from Krahe (2013:35), who stated that unfair situations activated the desire to act aggressively against the source of frustration. In this situation, the invigilation sessions were the source of lecturers' aggression. Some lecturers withdrew from the situation while others became sick or depressed and were booked off.

According to Naicker, et al. (2014:2), the 'hidden effects' of anger and aggression is a sign that moral injustice is at hand whenever, contrary to their expectations, human beings are denied the recognition they feel they deserve. Negative moral experiences are feelings of social disrespect and are considered as relational aggression (Botha, 2014:6). The experience of social recognition represents a condition upon which the development of human identity depends, such as building self-confidence. Therefore, its denial when showing disrespect may result in the sense of a threatening loss to one's personality (Oosthuizen, 2010:44). When lecturers were denied the recognition they deserved, they reacted with expressions of disrespect such as anger, aggression or indignation towards top college and campus management, including their colleagues.

Theme One, Categories One, Two and Three, all gave a detailed description of the lecturers' different experiences of aggression between management and colleagues. Daily events happening on the campus of a TVET college added to the experiences of aggression from lecturers.

(d) Category four: Lecturers experienced aggression in the way students disrespected them

Lecturers experienced that students displayed disrespect in the way they conducted themselves. They bunked their classes, did not avail themselves and did not submit valid reasons for their absenteeism. Students reported that their transport allowances from the National Student Fund were not paid. Students did not have money and therefore they did not come to college. Lecturers experienced that students did not show good manners and respect. Some students attended classes while 'high' from smoking marijuana.

The next discussion focuses on the experiences of aggression from lecturers in the way **students disrespected** them.

Lecturers experienced aggression as *disrespect* from students in the way students conducted themselves on the campus, evident from the following quotations:

“Like now, the learners’ conduct, the way they conduct themselves...they bunk classes...they don’t avail themselves in classes... They don’t submit a valid reason...” (P 4, M, T)

“They (students) will tell you, we don’t have money to come to class, we’re still waiting for NSFAS to pay us...” (P 2, F, T)

“...and they (the students) will come to class sometimes being high, you can see this one...” (P 2, F, T)

Students who interfere with the general flow of classroom practices, show disruptive behaviour and bunk classes are more likely to have academic deficits (Brownstein, 2009:3). The persistence of disruptive behaviour often calls attention to the incidence of related problems such as cheating in tests, drug use, truancy, insubordination and intimidation (Bennett, 2013:2). Lecturers are responding to troublesome students with management strategies that generate less responsibility, rather than more, and more misbehaviour, rather than less (Roache & Lewis, 2011:132-133).

Lecturers experienced that students *disrespected* them by *not showing responsibility* for their own learning. Students did not adhere to good work ethics. They also did not complete their assignments on time nor handed it in as lecturers required them to do. Students demonstrated a negative attitude towards their studies.

Lecturers experienced that they had to follow up with students to submit marks for them because students did not take responsibility for their own learning:

“You need to follow each and every student, why are you not submitting? Some will talk back in such a way that there’s this disrespect and you cannot say a thing to them...” (P 2, F, T)

“You need to submit marks and the students are not there to sit for their tasks...” (P 2, F, T)

“Students don’t complete assignments...” (P 4, M, T)

When used properly, assessments, such as assignments, tests and exams are among the most sound and objective ways to measure student performance. It gives lecturers information on how well individual students are learning and provide feedback to lecturers on their teaching methods and curriculum (Bennett, 2013:4-7). When students are not attending classes, lecturers are unable to complete proper assessments.

Student aggression and impolite, uncivil behaviour are definitely not new to higher education (Sharma, 2012:622-628; Borba, 2019:n.p.). The perception of students as being arrogant and disrespectful are described in the literature as a tension between generations, which results from generational dissimilarities that exist because of conflicting values and failures (Ormrod, 2019:429; Buss & Hawley, 2010:11). Moreover, generation Y believes that respect must be earned; it is not spontaneously granted based on the age, authority or title of a person, according to Oosthuizen (2010:81). Disruptive behaviour, disciplinary actions and not being responsible for learning have a negative effect on the academic achievement of students (Brownstein, 2009:2-4; Bullied Academics, 2014:n.p.).

Lecturers experienced that from time to time students did take part in *protest actions* to voice their discontent about issues at college and on campus, such as limited facilities, resources and no textbooks with enrolment. Students intended to put pressure on campus management to deliver the necessary learning resources and they acted accordingly.

The following quotations reflect the experiences of aggression on the campus:

“You can see outside, there are no students. They are on strike because of such things (no textbooks and no classes for part-time students yet)...” (P 6, F, T)

“If no one is engaging the students, then this becomes a problem...Strikes of students put pressure on management...” (P 8, M, T)

“If they get the textbook, they’ll get it late, meaning that others had a better advantage... if it’s the exam week, they all write the same exam...” (P 6, F, T)

“...we order books for the students at the end of the year, and the next thing, when we re-open , the books are not here yet...” (P 2, F, T)

Literature reports that the social behaviour of students can promote or undermine their learning. Academic performance may have implications on the social behaviour of students (Bennett, 2013:7-11). Students need textbooks to prepare and work hard for upcoming assignments, tests and exams. Students experienced that their learning was ‘at risk’ and they intended to take ‘social actions’ to demonstrate pressure on management in order to disempower them (Bart, 2010:3; Myburgh, et al. 2017:293).

Theme One described the lived experiences of aggression from lecturers as disrespect from the different management structures and colleagues at college. Lecturers also experienced aggression as disrespect from students in the way students conducted themselves on the campus.

3.3.2.2 Theme Two: Lecturers experienced aggression and frustration with the unfairness and favouritism demonstrated in terms of workloads and benefits to only some departments and lecturers

In *Theme Two*, it was evident that lecturers experienced aggression and frustration with unfairness and favouritism in the way that management did not spread the workload and benefits equally. Lecturers reflected on the inequality and unfairness with regards to only some departments and some ‘favourite’ lecturers receiving benefits and preferential treatment from management.

Lecturers experienced aggression related to other factors contributing to deep levels of frustration between colleagues. Factors such as multi-cultural differences, racial issues and sometimes even racial remarks, added to the lecturers’ experiences of aggression. A multi-lingual diverse environment and age differences frustrated lecturers and added to their experiences of aggression. Lecturers experienced that

sometimes their colleagues brought their personal problems and stress from home and they were not able to cope on the campus.

(a) Category One: Lecturers experienced aggression and frustration with unfair workloads and favouritism in spreading the benefits to only some departments and lecturers

Lecturers experienced favouritism with regards to the allocation of unfair workloads and benefits to only some departments and lecturers. Lecturers experienced inequality in terms of colleagues who had lesser periods on their timetables, fewer groups of students, and lecturers perceived that some colleagues were 'closer' to management than others, as if they were 'friends'.

Lecturers experienced aggression and frustration with regards to *favouritism* shown to only some colleagues due to unfair workloads:

"The work are not shared equally...So most of the time, the fighting is about the stress level, the marking and inequality when it comes to work...there's inequality when it comes to workload..." (P 6, F, T)

"Dissatisfaction in terms of the workload, that could be one reason..." (P 2, F, T)

"...this one is my friend, I'm in favour of this one..." (P 4, M, T)

"Unfairness in a sense that they would feel like we said favouritism...it was favouritism involved in some way for some other people, and for some other people it does not actually go fairly for them... The people who have lesser periods are actually maybe closer to management for some reason..." (P 5, F, T)

Favouritism is preferential treatment given not because a lecturer is doing a great job, but for reasons outside of work performance (Employ Sure, 2019:n.p.). Favouritism refers to a practice in which a person or a group are treated differently from others.

Those persons who are treated 'special' are considered to be closer to top management and they can also influence the decisions of management and the behaviour of other people. Favouritism implies a closeness and 'influence' on top management (Schreuder & Coetzee, 2012:223-271). Favouritism is counter-productive when management assigns responsibility or gives promotions that are not based on performance. It may discourage excellent performance and encourage mediocrity (Kerr, 2018:1-22; Hrab, 2019:n.p.).

Unfair work overload implies that there are too many subjects and too much content. Learning materials and learning objectives are considered too difficult for students. Duplication of content in some subjects may be a cause of overload where lecturers need to teach the same content in different subjects, which is time-consuming. Time has been considered inadequate to allow for the coverage of the targeted content as outlined in the curriculum (Majoni, 2017:156).

All workers are entitled to, and expect, to be treated equally. If there are policies, guidelines, opportunities for development, promotions and any other work-related decisions, workers are well within their rights to assume that a fair and open process should be followed (Bergh & Theron, 2009:185-186; Smith, 2013:n.p.). Favouritism on the campus can lead to serious implications such as lower morale, resentment and even 'staff jealousy' (Employ Sure, 2019:n.p.).

Lecturers experienced aggression in the way that *favouritism was demonstrated in terms of individual work overload*. Lecturers shared that the individual workload on the timetable was unfair and periods were not equally divided. Lecturers were not consulted or involved as stakeholders and experienced the timetable as being unfair since some colleagues had lesser periods to teach and more free time as indicated in the following quotations:

“So the issue of timetabling, it’s a very serious issue on our campus...In terms of hours and number of groups that you are given...” (P 9, M, T)

“When making a time table, involve the stakeholders, they must be part of it...” (P 3, M, T)

“Then we realised the timetable is still unfair...you get sort of an unfair treatment... Still, there’s inequality when it comes to workload...” (P 6, F, T)

“I can say the way the timetable has been built to an extent that the other colleague feels that they’re having more periods than the other department...” (P 5, F, T)

Timetabling issues determine the quantity of time allocated to a specific subject as stipulated by the curriculum (Majoni, 2017:157). The content in a specified curriculum, size of the syllabi, number of books and pages covered, are factors contributing to overload. The quality of time allocated to the subject and different groups to teach, impact on overload. English, Mathematics and practical educational subjects are usually given more time and are preferred to be taught in the mornings. Different subjects compete for time in the timetable and create challenges of an overload on the timetable (Majoni, 2017:156-158).

Lecturers experienced aggression due to the *unfair allocation of groups on the timetable* because some lecturers were over-burdened and overworked while other lecturers had lesser work, fewer groups and fewer students to teach. Lecturers experienced that they were working under stress due to unequal and unfair group allocations. Lecturers wanted the workload to be shared equally as captured in the following quotations:

“They are not happy how the allocation was done, it favours other people. They want equality...that everybody must share, must get the same...” (P 9, M, T)

“...the fighting is about the stress level, the marking and inequality when it comes to work...You knock off same time, yet others are working less, you are working more, it’s not nice...” (P 6, F, T)

“Now they’re complaining that other people are having lesser periods meaning it will be lesser hours per week...” (P 5, F, T)

Some major causes of work overload seem to be too many students in a group, too much content to cover in a specific time, and too much administration and written work. Lecturers stayed on campus after normal working hours, during break time, or came in early to mark papers and prepare in order to get through their unmanageable workload (Martin, 2017:n.p.; Majoni, 2017:159).

The unfair work overload impacted negatively on the culture of teaching and learning on the campus. People reported straining themselves to meet policy requirements. Some lecturers were left demotivated and had to work overnight and overtime during weekends and holidays to mark all the scripts (Basak & Ghosh, 2011:1202-1205).

Lecturers were overwhelmed by the content of the syllabi they had to complete and the societal expectations, and were 'overcome' by feelings of psychological and emotional distress, influencing their mental health (Thompson, 2019:n.p.). The amount of time allocated to each subject and amount of time required to teach each subject has caused an overload. The number of students in a group and how many groups a lecturer had to teach, caused an overload on individual lecturers. Work overload affected the quality of work, practical work and presentations produced in the classrooms. Significant time was spent on planning and updating students' assessment records to meet policy requirements (Majoni, 2017:158).

Lecturers experienced aggression due to *unfairness and favouritism demonstrated in the inconsistencies* among the different departments. Lecturers experienced that certain colleagues received preferential treatment and there was 'professional jealousy' between the different departments:

"So it's also inconsistency between departments...why must we do it and the others don't? ...and now it's jealousy between the colleagues..." (P 7, F, T)

"There are certain people in certain departments that are given first preference...In other departments, they are treated a bit more special..." (P 6, F T)

Favouritism occurs when management gives preferential treatment to one staff member, group, even a department, over another. Favouritism influences the feelings and the mood towards the management and the staff member or department being treated 'special' (Employ Sure, 2019:n.p.). Lecturers might be professional, qualified and experienced, but they are still human and susceptible to emotions. Jealousy, anger, fear, sullenness and aggression can occur in the educational environment (Smith, 2013:n.p.; Safina, 2015:630-634).

When one considers favouritism, consider how one's actions might affect other staff members. Preferential treatment creates jealousy and may lead to aggression and conflict to the detriment of the institution (Coetzee & Schreuder, 2011:223-271). Problems happen when attention, appreciation and recognition are not given equally to all staff members. It is also hurtful when recognition is given to staff who is not deserving. Moral standards are clear to ensure justice and to be fair to all, and management should consider favouritism as a moral issue (Abun, 2014:1-9; Hrab, 2019:n.p.).

Lecturers experienced aggression and being *overworked* because when they worked in *some departments, some subjects required more work* – more administration work, more practical work, more planning, more marking and more preparation to achieve the different learning objectives and outcomes. Some subjects are more 'challenging' or 'difficult', and therefore they need more time for teaching, learning and practical work:

"It's not just about teaching...It includes a lot of administrative work..." (P 8, M, T)

"When one gets more classes (groups) you have to prepare different learning objectives for different subjects...So the preparation there is quite a lot..." (P 8, M, T)

"Lecturers get frustrated because of the workload, the paperwork, hey, it's like office work more than teaching..." (P 10, F, T)

“Certain subjects or modules are more difficult...Therefore, they need more time...” (P 6, F, T)

Working long hours and having heavy workloads are challenges educators, teachers and lecturers face in their professional role. Lecturers work unreasonably long and excessive hours and feel that their workload is often unmanageable. Many lecturers are not given adequate time to prepare and mark, on top of their ‘face-to-face’ teaching hours with students (Martin, 2017:n.p.). Add to that a growing administrative burden and the outcome is a ‘long-hours culture of teaching’ which is not sustainable for people in the long term (Chirwa, 2014:53-59). It seems that there is a prevalence of work overload resulting in lecturers failing to cope with the tasks required of them to accomplish and effectively execute their duties (Majoni, 2017:160).

Lecturers experienced aggression and *being overworked when acting in positions*. They worked more and longer hours when they were asked to act in positions but they did not receive any additional compensation, rewards or benefits. Lecturers were prepared to walk the extra mile but management did not recognise the good work they were doing and they did not receive any support or additional benefits from management.

Participants seven and eight expressed their concerns in the following quotations:

“People are expected to do more than what they have to do... work longer hours... and you become overworked...” (P 7, F, T)

“Someone must act in a post without compensation... Sometimes you end up actually having a lot of workload... You want to have the experience but later you realise that actually it’s frustrating, you can’t get assistance or help when you need it...” (P 8, M, T)

“Therefore, what they do is they will say someone must act in a post without compensation...” (P 8, M, T)

“You get frustrated that no one is recognising the good job that you are doing...”
(P 8, M, T)

Heavy workloads can negatively affect the psychological well-being of staff, the stability of family relationships and their safety in the workplace. These negative effects can fluctuate on a daily basis depending on the perceptions about the workload and the amount of work they have to complete (Martin, 2017:n.p.). Overworked staff reported feelings of psychological and emotional distress, as well as a reduction in their overall levels of well-being (Segal, 2011:54-62). Negative effects seem more severe when lecturers experience not necessarily being only overworked, but being powerless and not valued by the management of the college (Thompson, 2019:n.p.). When high workloads cannot be avoided, teamwork may be encouraged and lecturers should know that their work is valued (Thompson, 2019:n.p.).

Lecturers experienced aggression in the way that they were *unfairly treated by not having the opportunity to apply for certain positions* because it was not advertised properly and they were not informed of vacancies. Lecturers had some expectations but experienced that the college did not advertise posts in a proper, professional way. Lecturers experienced that they wanted to apply for promotions but were not given an equal opportunity.

The experiences of aggression, as reflected by participants seven and eight, were:

“If they advertise the posts, that we know...so that they fill these posts...”
(P 7, F, T)

“We can see the need of extra people, we can see the need of advertising so that people can be promoted, but you will never get an answer why posts are not advertised...” (P 8, M, T)

“...we’re moving this person from this post to that post without actually opening it up by advertising...not giving others equal opportunities...” (P 8, M, T)

Job satisfaction was deduced from factors related to job content and include responsibility, achievement, recognition and growth. Job dissatisfaction also entails external factors such as physical working hours and working conditions, supervision and relationships with colleagues (Bergh & Theron, 2009:130).

An individual's experience in a particular work situation influences their attitude. Changes in the work situation may lead to changes in attitudes, and indirectly to changes in an individual's work behaviour (Bergh & Theron, 2009:130). Lecturers experienced that they were not considered for promotional posts which negatively affected their attitude, experiences of aggression, and their behaviour on the campus (Basak & Ghosh, 2011:1203-1205).

(b) Category Two: Lecturers experienced aggression in terms of other factors which contributed to deep levels of frustration between colleagues

Lecturers experienced aggression and frustration between colleagues due to lecturers coming from different backgrounds and different cultures. Lecturers had unique and different personalities. They spoke different languages and expressed themselves in their mother tongue from time to time. At times, lecturers were not able to understand instructions or follow what their colleagues were saying.

Lecturers experienced that *multi-cultural differences*, different backgrounds and different customs between cultures were not respected by some of their colleagues:

"We come from different cultures...We have Tsongas, Venda, whatever, and most of us we still believe in our traditions that we grew up in..." (P 1, M, T)

"In an African culture, some, they will even go to the extent of bewitching you, if you are not careful..." (P 1, M, T)

"This kind of aggression it stems from somewhere...I wonder if it's the family background or whatever...people of different calibres and personalities..." (P 4, M, T)

“I think the level of respect is an issue...maybe because of – we from different cultures...now we find that we are totally different people; different opinions... we express ourselves differently...” (P 9, M, T)

Increased diversity, including cultural diversity, implies that many different people are working together and it could lead to heightened tension and interpersonal conflict (Van Wijk, 2013:937-939). Personal differences between colleagues may be based on deep-seated cultural and ethnic values and attitudes (Branch, 2019:n.p.). Many value orientations, value judgements and other difference factors seem to be grounded on cultural and ethnic orientations. Common disagreements seem to be mostly based on value judgements or may be the result of social stereotypes and group prejudices (Bergh & Theron, 2009:182).

Lecturers experienced that sometimes *racial factors and racial remarks* were evident between colleagues. Colleagues did not tolerate each other well. They opposed each other in a negative and disrespectful way when they tried to voice their own opinions. Ethnic violence involves aggressive acts against members of ethnic or racial minorities, motivated by prejudicial attitudes (Krahe, 2013:143-145).

Lecturers thus experienced aggression due to racial issues and racial concerns:

“Sometimes the issue of race also plays a role...We still group each other according to the race...It’s still a long way to go, but even amongst our black colleagues, that aggression is still there...” (P 1, M, T)

“...this specific situation that I’m talking about is also a racial issue, I think... being targeted by this colleague...he’s victimizing that department and the people in that department...” (P 7, F, T)

“...like in terms of toleration, they don’t tolerate one another...” (P 9, M, T)

“...you say something, others will come and oppose it in a negative way...” (P 9, M, T)

Forms of racism and prejudice seem to still occur in the midst of, and between, similar individuals and groups within the same environment. A possible explanation for this may be 'group' and 'individual' inclusiveness which may be recognised by aspects such as specific conditions for membership. After a time, people can find that their differences are accentuated by being together (Buss & Hawley, 2010:108-119). This may happen when groups with dissimilar attitudes, or people with 'unfinished business' from previous encounters, are forced to work together (Bergh & Theron, 2009:173-174). People's attitudes, motives, values, activities and expectations seem incompatible, to the detriment of the educational environment (Myburgh, et al. 2017:390). It is possible that in these times of 'humanitarianism' with an emphasis on 'oneness' and 'sameness' in culturally diverse societies, people tend to minimise the facts of similarity (Van Wijk, 2013:937-939). Therefore, efforts to force associations between particular individuals and groups may facilitate repulsion rather than reconciliation (Bergh & Theron, 2009:174).

Lecturers experienced that *disrespect and differences in age* were emphasised by the young lecturers who had new and radical ideas as young leaders of the future. The older colleagues tend not to take them seriously. Some of the younger lecturers, as the next generation, were radical in their 'new way of thinking' and doing – 'do whatever, say whatever'. There was no limit, no filters and no level of respect. According to the younger lecturers, respect should be earned.

Lecturers experienced disrespect from their younger colleagues in the following ways:

"If you are a manager or senior lecturer, young as you are, the old colleagues, they tend not to take you seriously...I think also in South Africa the issue of a young leader is still a challenge..." (P 1, M, T)

"If you are young with qualifications, and you are my senior, you're going to find it tough to earn respect..." (P 1, M, T)

"You have these young lecturers who are radical in their thinking...they have new ways of thinking and new ways of doing things..." (P 8, M, T)

“You can do whatever, you can say whatever, there is no limit, there is no level of respect...questioning everyone and everything on the campus in a very radical way...” (P 9, M, T)

Aggression and aggressive behaviour to reach one's goals as one ages seem to become increasingly less effective. Individuals may acquire new ways of achieving objectives without aggression as they get older and they may notice better mechanisms of coping with situations that previously provoked aggression (Kurtyilmaz & Can, 2010:93-94). Lecturers might make different cognitive appraisals about emotional situations as a result of ageing, and they should be able to manage their emotions more effectively (Breet, et al. 2010:514). The rapid rate of social changes and challenges impacted negatively on the traditional education philosophy emphasising the authoritarian role of 'older', more experienced lecturers, who believed they should be treated with respect. Lecturers can choose to adopt an open mind and a positive attitude to support and guide younger lecturers as leaders of the future (Chirwa, 2014:54).

Lecturers experienced that a *multi-lingual environment and language diversity* were evident on the campus. Sometimes, lecturers vented their anger and addressed their colleagues in their own vernacular language. Lecturers tend to embrace language and cultural diversity and wanted to be united under an official language in their educational environment, such as English, which is the language of instruction on the campus. Lecturers did not want individuals to interpret instructions.

Participant three experienced the following concerns and suggested a cultural day to promote cultural diversity on the campus:

“They want to use that language, a mother tongue, like Venda or Zulu, and to the point of even giving announcements in a particular language which is not a common language to most of the people...That brings conflict...” (P 3, M, T)

“Sometimes people tend to vent their anger and speak in their own language...” (P 3, M, T)

“In our diversity, we must be united and we get united under an official language whereby we don’t need interpreters, such as English...” (P 3, M, T)

“We sometimes promote different languages on a special day like the cultural day whereby we want people to say out or pray in their own language, that is to promote different cultural backgrounds...” (P 3, M, T)

Cultural diversity and language diversity form part of the diverse workforce in an educational environment (Branch, 2019:n.p.). Increased diversity can sometimes cause management to handle issues of diversity inappropriately, to the detriment of staff by not finding solutions (Connie & Metcalf, 2009:12-36; Schreuder & Coetzee, 2012:223-271). Language differences may cause the misinterpretation of information, which might not only occur in the translation but also in the cultural differences that bring about the semantics (Bergh & Theron, 2009:174). Lecturers may not be able to understand or follow instructions because of misinterpretation (Hauptfleisch & Rheeder, 2017:12-13).

Lecturers further stated that they sometimes experienced aggression because colleagues brought their *personal problems* to work. Lecturers were stressed due to family issues, some were unhappy with their spouse, partner or children. The aggression from home spread to some of their colleagues and lecturers tended not to cope.

Lecturers were affected adversely by the experiences of aggression from their colleagues who suffered from personal problems at home:

“Sometimes people have personal problems and personal things affect the work even more...” (P 6, F, T)

“Sometimes you’d find the fellow colleague maybe he’s sort of having anger, maybe it started home and then they actually come to work...now it spread to the fellow colleagues...” (P 5, F, T)

“...we don’t have a supporting structure coming from home...some are stressed from their families, some are unhappy with their husband or wife, and when they get to the workplace they tend to explode...” (P 1, M, T)

“Then we try by all means from time to time to actually not take whatever aggression we have from home, here at campus...” (P 5, F, T)

An increase in a lecturer’s workload might be predictive of more hostile and argumentative behaviour in the home environment, resulting in family conflict and decreased family stability. Family aggression may be more severe when expectations at work interfere with the ability to fulfil expectations at home (Thompson, 2019:n.p.). When lecturers are aware of their feelings and the causes underlying these feelings, as well as being able to control their feelings, they are also less likely to display aggression and aggressive behaviour (Kurtyilmaz & Can, 2010:89). Self-control may prevent lecturers from acting aggressively on the campus.

Theme Two thus focused on describing the lived experiences of aggression from lecturers based on unfair workloads and favouritism that were evident on the campus. The deep levels of frustration from multi-cultural, multi-lingual, age differences, racial concerns and personal problems from home, added to their experiences of aggression. Unfair treatment of lecturers and factors of deep frustration seemed to increase the lecturers’ experiences of aggression in such a way that they were not able to cope with their ‘already unfair’ workloads, and outbursts of aggression erupted on the campus.

3.3.2.3 Theme Three: Lecturers experienced aggression as disturbing in the workplace, which is supposed to be a professional environment in the context of education

In the third and final theme from this study’s findings, it is apparent that lecturers were affected by the aggression they experienced or observed within the context of education on the campus of a TVET college.

Lecturers expressed their need to perform more professionally by managing their experiences of aggression in an educational environment. Lecturers used different coping mechanisms to manage their lived experiences of aggression on the campus.

(a) Category One: Lecturers were disturbed by the aggression they had experienced and/or observed in the context of education

Lecturers experienced that some colleagues were 'tempted' to act aggressively from time to time. However, lecturers remembered that they were professionals, and they should adhere to the code of conduct for educators (SACE, 2011). Lecturers wanted to act within a certain scope of ethics in order to conduct themselves more professionally.

Teaching should remain a calling for lecturers as they invest their time in educating human beings. Lecturers should remain passionate about teaching and should keep a positive attitude towards their profession (Ormrod, 2019:433). They should not come to work 'wondering what incident of aggression is going to happen today'. The educational environment ought to be a safe place, free from harm.

Lecturers experienced *aggression as disturbing* when colleagues acted aggressively in the context of education:

"...some of the colleagues who sometimes act, you know, very aggressive. We are now tempted to act in that particular aggressive way, but the fact that we are professionals, there's a code of conduct..." (P 4, M, T)

"Teaching must be more like a calling and whoever comes into the profession must have passion because we are dealing with human beings... dealing with somebody's life..." (P 3, M, T)

"...it does affect your attitude towards your work... If I go to work in the morning I think, ach, what is going to happen again today?" (P 7, F, T)

Negative actions and practices which may be intentional, cause distress, humiliation and interfere with work performance by creating an unpleasant professional educational environment for lecturers (Bergh & Theron, 2009:176). Lecturers experienced aggression, frustration and resentment towards some of their colleagues. When lecturers are unaware of the intentions of another lecturer's behaviour, their tendencies to act aggressively rise and they may react in retaliation (Kurtyilmaz & Can, 2010:89). Lack of co-operation among lecturers also appeared to be one of the causes of disunity (Chirwa, 2014:53-54).

Lecturers experienced that a *code of ethics and respect* should be adhered to when approaching each other as professionals in education. Participant four expressed it in the following way:

"...but as the ethics within this particular profession, we must respect each other... We must not forget, we must act within a certain scope of ethics..."
(P 4, M, T)

Respect and ethical concerns assume that conflict should be dealt with in a fair and honest manner. Fairness in dealing with conflict will help to maintain constructive relationships in the long term. It will also support ethical standards such as justice, human rights, equal rights and impartiality (Chirwa, 2014:60-61). Conflict and aggression can be handled fairly by being honest, listening to all parties involved and focusing on the issue at hand (Hauptfleisch & Rheeder, 2017:12). Even in a win-lose situation the loss need not involve unnecessary harm to the losing party (Bergh & Theron, 2009:187). When people are reactive, they may not be acting for their own self-interest. People should thus teach themselves to calm down and be more receptive in order to act with integrity (Psychology today, 2018:n.p.).

Lecturers experienced that they *wanted to act in a more professional way* and revert from being demoralised or feeling demotivated about their profession. Lecturers experienced that they needed to respect each other as colleagues. They wanted to conduct themselves in a more professional manner to be able to impart knowledge without being affected and disturbed by the experiences of aggression, as supported by the following quotations:

“Now acting as professionals, that’s what matters most to us...” (P 4, M, T)

“...They must conduct themselves in such a manner that they are able to impact knowledge in a professional way... conduct themselves professionally...” (P 3, M, T)

“...and if I’m a teacher I must be able to teach myself this is what I need to do because it is my obligation and it is my duty to do that...” (P 2, F, T)

“So it’s a matter of being mature and professional enough... Be professional enough at the workplace, respect, stay away from gossip, know what you are here for and doing your job...” (P 1, M, T)

Lecturers who experienced a low sense of personal teaching efficacy may suffer stress and a loss of professional self-esteem. They may believe that although students can learn, they themselves do not have the skills or resources to teach them (Ormrod, 2019:430). A lecturer’s sense of personal teaching efficacy is an integrating construct that mediates the relationship between performance and professionalism in the teaching profession (Ormrod, 2019:13; SACE, 2011). Aggression and not adhering to professionalism may affect the performance of other lecturers, students and the management of the campus at large (Abun, 2014:1).

Lecturers experienced that they were supposed to be *role models* for the students. They were to *set good examples* in the way they conducted themselves, respected and cared for their students.

Participants two and four shared their experiences by stating:

“We are role models in the way we treat the students...” (P 2, F, T)

“Lecturers must be aware of what they communicate with the students because we serve as role models here...” (P 4, M, T)

“...but despite teaching them, we must also take care of them...” (P 4, M, T)

The conduct of lecturers as role models had an influence on the conduct of their students bringing dishonour to lecturers, and it led to a loss of respect among students and the community. Lecturers who behave inappropriately and unprofessionally may lose their dignity as a lecturer (Chirwa, 2014:56). Lecturers who displayed misconduct and who failed to manage classroom discipline and effective learning did not receive respect from their students as role models (Ormrod, 2019:430-434).

Lecturers experienced that some colleagues were *controlled by their emotions*. They sometimes raised concerns and addressed colleagues in an emotional way when uttering ‘emotional sentences’. Some lecturers also ‘lost their cool’ from time to time.

Lecturers experienced that some colleagues had to learn how to manage and control their emotions and their aggression in order to act professionally:

“There’s a reason why that particular person behaves or conducts herself...It’s a cry for help... emotions are very high...” (P 2, F, T)

“Whatever statements or sentences you are going to utter, those are emotional sentences... and emotions must be controlled... You cannot be controlled by your emotions...” (P 2, F, T)

“Even if you’re angry, don’t act that extremely aggressive...We must learn how to manage our anger...How do we manage our anger, how do we manage our aggression?” (P 4, M, T)

“...it’s not nice to be confronted like that because she lost her cool... She becomes emotional too much...” (P 6, F, T)

Emotional outbursts and aggression are considered part of human nature and are explicitly part of the education environment (Breet, et al. 2010:511). Sometimes lecturers were confronted with an angry colleague, addressed in an aggressive and unprofessional way, and had to refrain from reinforcing their colleagues’ aggression

(Connelly, 2011:3-15; Bergh & Theron, 2009:187). When lecturers experience that they have been 'wronged' and act in a confrontational manner, one should make sure they are dealt with fairly (Oosthuizen, 2010:187).

(b) Category Two: Lecturers experienced the need to perform in a more professional way

Lecturers experienced that as professionals they needed support and guidance to behave in a more professional way. Lecturers felt that some of their colleagues needed support to act within certain ascribed boundaries within their educational environment.

The following verbatim quotation from participant four 'voiced' the experienced aggression:

"I understand as professionals, we can become aggressive but we don't need to forget that we're professionals...A professional acts within certain boundaries...Should this one act in an aggressive fashion and this one follows suit, what will happen...Now what about our profession..." (P 4, M, T)

Lecturers shared that they needed support and guidance to manage aggression on the campus. They wanted to perform more professionally and they suggested the following guidelines:

Lecturers experienced that *refresher courses* in the methodology of education could assist them in performing in a more professional and efficient way. Lecturers experienced that intervention programmes could guide them and the students in their performance. Lecturers should consider other alternative methods of teaching in order to assist students to gain knowledge, understanding and skills in order to pass their subjects.

Lecturers wanted to attend refresher courses in methodology, to gain more experience in effective teaching methods:

“So methodology is very important; methods of how to teach, so I would wish our lecturers more like be sent back to refresher courses on methodology; methods of teaching...then you can teach as many subjects as you can...” (P 3, M, T)

“If the student fails, because I’ve used this particular method, I must change and use another method... Because our main objective is to make these people pass...” (P 4, M, T)

“So we need an intervention of some sort so that our college can run smoothly... intervention whereby the students can be attended to properly and be guided...” (P 10, F, T)

“If we can get some kind of intervention like those programmes that can also help us, because as lecturers we also need help...” (P 10, F, T)

Ormrod (2019:13) outlines strategies on developing effectiveness for lecturers to perform more professionally:

- Lecturers should continue taking courses in education and training.
- Lecturers must learn as much as they can about the subject matter they teach.
- Lecturers should learn as much as they can about the specific strategies for teaching a particular subject.
- Lecturers should believe that they can make a difference in the lives of the students – with reference to ‘teacher self-efficacy’.

Lecturers experienced that an *effective grievance policy* could support staff to raise and resolve their concerns more effectively. A proper organogram should be implemented to equip and assist staff in terms of when and where to report colleagues’

misconduct in order to promote professionalism. Proper policies and procedures may assist lecturers in achieving work effectiveness and performance.

Participant seven was concerned and shared the following:

“There must be a grievance procedure that can be followed...” (P 7, F, T)

“There was a disciplinary inquiry... So those people wrote this grievance and lecturers signed...” (P 7, F, T)

“If management can start implementing a proper organogram where we know who you are reporting to, it would be easier and they would equip those people better...” (P 7, F, T)

Normative behaviour and norm violations may increase the experiences of aggression, especially if clashes between work ethics and cultural values occur (Bergh & Theron, 2009:180; Safina, 2015:630-634). Some lecturers may see aggressive actions and being in conflict with management as their ‘right’. Other lecturers may accept poor and unreasonable working conditions. Cultural norms in society can be successful in curbing aggression because of rules, legislation and policies that regulate such behaviours (Chirwa, 2014:60). In a unionised educational environment, the presence of labour unions could be a force for constructive engagement with management and staff in addressing grievances (Myburgh, et al. 2017:388).

Lecturers experienced that *anger management workshops* should be conducted on a regular basis and staff should be invited to attend. The purpose of the workshops would be to facilitate staff to manage their anger and lived experiences of aggression on the campus for the benefit of their own mental health.

Anger management workshops can equip lecturers to manage their lived experiences of aggression in order to perform in a more professional way:

“We need to be workshopped with regards to the issue of knowing that we are here for work...” (P 1, M, T)

“So these are the workshops... that we also need. They look small but they are important...” (P 10, F, T)

“We all can become angry at some stages, but now the crux of the matter is how do we manage this anger... We must learn to manage our anger... Need to be taken to classes of anger management...” (P 4, M, T)

“Failing to manage the anger or aggression, you know, can now lead us to failing in a lot of things...” (P 4, M, T)

Human instinct is to respond aggressively to situations that anger one, so it is important that one should learn how to manage anger constructively. Some people tend to get angry more easily than others. Frustration tolerance is the ability people have to deal with situations that are stressful (Whitson, 2014:n.p.; Wong, 2016:n.p.; Anger Management & Conflict Resolution, 2018:n.p.).

Anger management strategies that can be adopted by lecturers to deal with anger more effectively is an acquired skill and lecturers can learn to control aggression with time, patience and dedication. Skills include the changing of one's thoughts by replacing negative and irrational thoughts with positive ones, by facing one's problems and making a plan to solve it, and by clearly communicating when misunderstandings arise because learning how to communicate more clearly is an important anger management strategy (Principles of anger management, 2017:n.p.; Nordqvist & Legg, 2018:n.p.). Attending anger management workshops may create a learning culture on the campus when focusing on professionalism to enhance the lecturers' excellence (Muchinsky, et al. 2009:314).

(c) Category Three: Lecturers used different coping mechanisms to manage their experiences of aggression

Lecturers experienced that coping mechanisms assisted them and their colleagues in managing their lived experiences of aggression on the campus. The coping mechanisms that lecturers used are discussed next.

Lecturers experienced that some colleagues *avoided conflict and aggression*. It affected their work negatively since they avoided certain colleagues for long periods. Lecturers were not on good speaking terms with certain colleagues to avoid friction or confrontation.

Some lecturers avoided each other:

"We see colleagues not in good speaking terms..." (P 1, M, T)

"...maybe colleagues don't actually talk to each other...it takes long for some people, ja... People don't talk to each other for a long period..." (P 5, F, T)

"When your colleague did something wrong, you don't act you know, inappropriately to the extent that you can't talk to each other... Ultimately, you don't talk to some of the colleagues..." (P 4, M, T)

"...maybe sometimes don't talk... to avoid friction or confrontation..." (P 10, F, T)

"It affected work in such a way that they're not even speaking now and they need each other..." (P 6, F, T)

Lecturers experienced that some colleagues *withdrew* completely, ignored some of their colleagues, kept quiet and tiptoed around campus:

"At times with me, I prefer keeping quiet, I prefer keeping quiet, unlike become aggressive..." (P 4, M, T)

"So the moment I feel someone is becoming aggressive, I'm the kind of person, I just go on and just leave them..." (P 5, F, T)

"Mr so and so are having a problem, they cannot face each other directly... So you just choose to ignore such..." (P 6, F, T)

“So you are always tiptoeing...wondering what you did wrong...” (P 7, F, T)

The avoidance approach, as indicated in the shared scenarios, is when aggression is ignored or suppressed. It relates to when one avoids someone with whom one disagrees. Aggression is not permanently resolved by this approach, but it is a popular short-term solution (Bergh & Theron, 2009:185).

Lecturers experienced that some colleagues *dared to confront* their colleagues who ‘wronged’ them. Other lecturers preferred to complain about issues and had ‘little fights’ with their colleagues.

Some of the lecturers shared their experiences of aggression and confrontation in the following quotations:

“...there are those people who can confront, they don’t care who you are, they will confront you...” (P 10, F, T)

“Then I confront them because I know they will listen to me...” (P 4, M, T)

“...the other person did complain, that’s where uh aggression started and then you could feel the tension... They like complaining...” (P 5, F, T)

“I think the ones that experience aggression a lot is the people who always maybe have little fights with uh other colleagues...” (P 5, F, T)

The collaborating approach has the intention that the conflicting parties will meet face-to-face to identify the problem and resolve it through open discussion to find a win-win solution to the best interests of both parties (Bergh & Theron, 2009:185).

Lecturers experienced that *colleagues stopped responding* and preferred to go their own way peacefully. Participants five and ten experienced the following:

“So I’m the kind of person, I don’t actually complain but I still as well don’t get satisfied to a certain extent about some of the things...but complaining is not helping...” (P 5, F, T)

“...there are those who say, ach, for peace sake, it is fine...let’s go our own way...” (P 10, F, T)

Lecturers reverted to the avoidance approach by ignoring the aggression from colleagues and not responding to it due to feeling powerless (Naicker, 2015:6). Lecturers avoided complaints and aggression with colleagues for their own peace of mind and for the benefit of their own mental health (Bergh & Theron, 2009:185).

Lecturers experienced that some colleagues *never resolved the burning issues* that caused aggression. Unresolved issues kept on growing and continued over time. These issues left staff unhappy and dissatisfied as their experiences of aggression continued.

Participant nine mentioned the following experiences:

“I have noticed and experienced colleagues having misunderstandings and are not able to resolve issues...” (P 9, M, T)

“...at the end of the day you will find that they were not sorted and you will find people maybe they will still have aggressions...” (P 9, M, T)

“As long as it is not resolved it will continue and continue and keep on growing...” (P 9, M, T)

The competing approach is when one seeks to satisfy one’s own interests at the expense of another – to dominate the power struggle, not resolve the issues (Bergh & Theron, 2009:185). If aggression is merely suppressed but not resolved, it may later be aggravated and explode into more serious forms until it is corrected or until the relationship dissolves or it is distorted (Naiker, 2014:6).

An analysis of the data for *Theme Three* indicated that lecturers experienced aggression as disturbing in their educational environment. Theme Three also revealed that the constant pressure and experiences of aggression from the lecturers lead them to use different coping strategies to resolve aggression. Lecturers wanted support to manage their lived experiences of aggression in a more professional way for the benefit of their own mental health and for better adjustment in their educational environment (Basak & Ghosh, 2011:1203).

It seems clear, based on the detailed discussions about the three themes and the verbatim quotations from lecturers, that lecturers experienced or observed aggression on the campus of a TVET college.

In closing with the words of participant one:

“Let us adhere to the principle of “Batho Pele”...“People First”, and start from ground level...” (P 1, M, T)

3.4 CONCLUSION

In Chapter Three, the researcher endeavoured to analyse the data of this study. Three themes, relevant to this study, were identified and discussed. *Theme One* elaborated on the lived experiences of aggression from lecturers as a flow of disrespect and a breakdown of communication at all levels in the college. *Theme Two* described the lived experiences of aggression from lecturers due to unfair workloads and favouritism. Factors that contributed to deep levels of frustration within lecturers and which added to their experiences of aggression, were discussed in detail. *Theme Three* aspired and focused on the need from lecturers to manage their lived experience of aggression in a more professional way in a professional educational environment. Verbatim quotations from lecturers were used to support their lived experiences of aggression in the unfolding themes.

From the data analysis about the lived experiences of aggression from lecturers, it appeared as if lecturers were externally focused and perceived themselves as ‘victims’ of their circumstances on the campus. Lecturers seemed to be controlled by the events

surrounding them, as if they had no choice about their 'hopeless' situation on the campus. Lecturers experienced themselves as 'helpless' and overwhelmed by the events on the campus.

In Chapter Four, the researcher will focus on the development of a conceptual framework that will guide and include the central and relevant concepts for this study.



CHAPTER FOUR

A CONCEPTUAL FRAMEWORK TO FACILITATE THE DEVELOPMENT OF AN INTERNAL LOCUS OF CONTROL FOR LECTURERS TO MANAGE THEIR LIVED EXPERIENCES OF AGGRESSION

4.1 INTRODUCTION

In Chapter Three the researcher described the results of the phenomenological, individual, in-depth interviews that were conducted with lecturers on the campus of a TVET college. Lecturers shared their lived experiences of aggression and the data were analysed according to three themes and categories that were identified. A literature control was conducted, and it was noted that lecturers experienced aggression on the campus of a TVET college (Van Wijk, 2013:937-939; Wagner, GAPRA, 2011:n.p.; Whitson, 2014:n.p.). Seemingly, lecturers resorted to using an external locus of control by focusing on external events (Poggenpoel & Myburgh, 2007:60-84). This formed the situation analysis which was the first step of this study (Leedy & Ormrod, 2019:125-128).

In this chapter, the researcher focuses on the process to develop a conceptual framework that will be described and discussed as Step Two of this study. The aim of the conceptual framework is to facilitate the development of an internal locus of control for lecturers at a TVET college to manage their lived experiences of aggression.

A conceptual framework is an important process used to structure ideas purposefully (Chinn & Kramer, 2011:174-175). In accordance with the central storyline, the three themes that emerged from Chapter Three were used as the building blocks to construct the conceptual framework relevant for this study. In the following paragraphs, the identification of the central concepts is discussed in more detail.

4.2 IDENTIFICATION OF THE CENTRAL CONCEPTS

The three main themes relevant to this study are indicated next and serve as the basis for the development of the conceptual framework.

Theme One indicated that lecturers experienced aggression as disrespect from top college management, campus management, colleagues and students. They experienced a breakdown of communication on all levels in the college and on the campus.

Theme Two elaborated that lecturers experienced aggression and frustration due to favouritism with unfair workloads and benefits to only some colleagues. Lecturers experienced that deep levels of frustration added to their lived experiences of aggression. Factors of note included multi-cultural, multi-lingual and age differences. Racial factors and personal problems also emerged as contributing to the experiences of aggression from lecturers.

Theme Three posed evidence that lecturers experienced aggression as disturbing in their workplace within the context of education. They wanted to perform in a more professional way within the educational environment on the campus. Lecturers resolved to use their own coping strategies to deal with and manage their lived experiences of aggression.

Based on the findings, it was clear that lecturers felt they were not in control of their experiences of aggression in their professional, educational workplace. Seemingly, lecturers resorted to using an external locus of control to manage their lived experiences of aggression on the campus (Hardy, 2016:1-5; Dreher, 2014:n.p.).

The findings in Chapter Three revealed that aggression adversely affected the mental health and professional performance of lecturers. The lecturers' experiences of aggression when using an external locus of control, made them believe they were left at the mercy of other people, fate or chance. Lecturers experienced themselves as helpless and the surrounding situations on the campus as hopeless (Bavojdan, Towhidi & Rahmati, 2011:111-113). Lecturers experienced that their own thoughts,

choices, actions and behaviours of aggression on the campus, influenced their professional lives and morale in a negative way. Lecturers chose to use an external locus of control and resorted to blaming management, external circumstances or events that happened on the campus of a TVET college. Using an external locus of control led lecturers to believe that they were not in control of their professional lives (Jain & Singh, 2015:16-21).

Lecturers experienced that they were externally controlled by the lack of resources, over-enrolment of students, posts not being advertised properly, positions not being filled, and unfair workloads. All these circumstances on the campus left lecturers feeling frustrated and aggressive (Newton, 2011:1-21). Some lecturers felt discouraged at being 'left out' due to the way in which management disrespected them. Lecturers experienced a breakdown of communication on all levels and that they were not included as stakeholders in matters arising on the campus. They perceived themselves as 'victims' of their circumstances and events happening on the campus (Morgan, 2018:2).

Lecturers using an external locus of control were perceived by colleagues to be passive about their own mental health. Participants believed that they had little or no control over their lives. Lecturers experienced that favouritism was showed to a few lecturers who received benefits and preferential treatment. The unfairness and lack of professionalism in the behaviour of some colleagues demotivated lecturers and made them feel negative and 'left out'.

Lecturers experienced life as a matter of luck or fate, and problems either work out or they do not. The lecturers' happiness was dependent on the perceptions, experiences and approval of other individuals, such as college and campus management, colleagues and students. Lecturers believed that it does not matter what they think, believe or do because they had no part to play in their future destiny. They were left to someone else's mercy (Woods, 2014:2).

Lecturers who chose to use an *external locus of control*, experienced aggression on the campus in the following ways as adapted for this study from Majoni (2017:158-159); Ormrod (2019:440-446) and Morgan (2018:2):

- Feelings of victimisation from all levels of management at the college, due to disrespect and a breakdown of communication.
- Feelings of resentment towards management, colleagues and students due to the disrespect being shown to them.
- Feelings of powerlessness due to an over-enrolment of students, unfair workloads and favouritism shown by management.
- Blaming others, such as top college management, campus management, colleagues and students for events happening on the campus, which they experienced as out of their control.
- Pessimistic thoughts and negativity about staff and students nurturing a culture of negative experiences. This cultivated negative staff morale when colleagues did not behave professionally.
- Looking for approval on all levels and wanting to be appraised. Lecturers sometimes performed a 'show-off' in the staff room in order to be recognised and heard. They experienced that they wanted to be the 'voice' for the staff.
- Expectations to be rescued due to their own hopelessness and helplessness with regards to situations occurring on the campus such as disrespect, an unfair workload and favouritism shown to a few lecturers.
- Unprofessional performance, as experienced by some lecturers demotivated the staff and left them with feelings of negativity.

The researcher observed that lecturers experienced aggression when choosing to use an external locus of control. Participants resorted to using an external locus of control when they were overwhelmed by circumstances on the campus, feeling that their lives were controlled by 'outside forces' (Dreher, 2014:n.p.). They seemed quick to blame others and avoided taking responsibility for themselves. Lecturers with an external locus of control believed that their own actions had little or no control over their lives; instead, events in their lives occurred as a result of external factors, such as fate,

chance or luck (Woods, 2014:2). Lecturers needed support to manage their lived experiences of aggression. Therefore, the central concept that guided this study was to facilitate lecturers to develop and use an internal locus of control to manage their experiences of aggression. Lecturers needed support to perform in a more professional way for the benefit of their own mental health (Tas & Iskender, 2017:22-23).

Figure 4.1 gives a visual presentation of the central concepts that were identified for the conceptual framework.

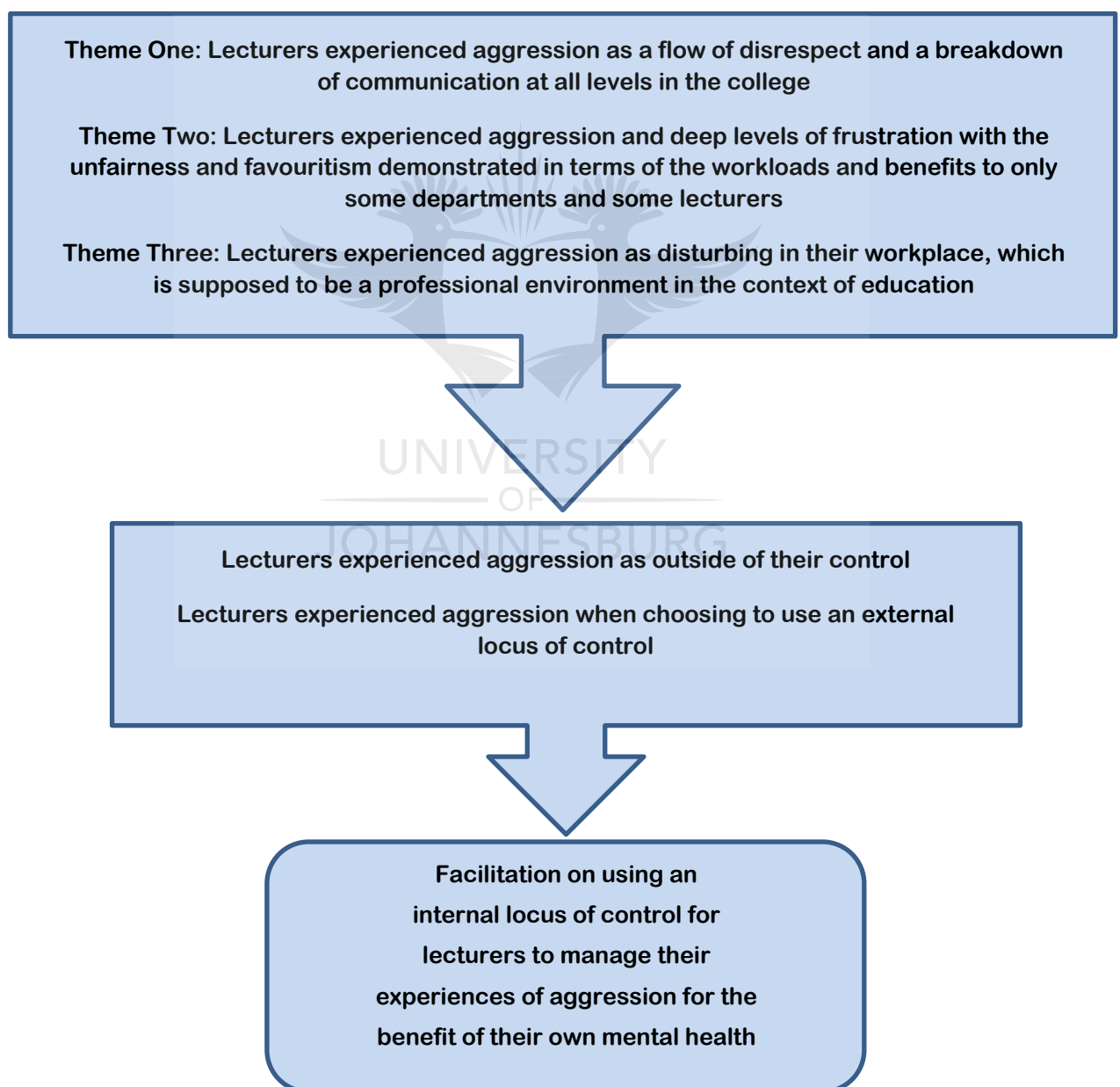


Figure 4.1: Identifying the central concepts of the conceptual framework

The findings from this study informed the researcher’s thinking map (Figure 4.2). The thinking map directed the development of the conceptual framework, as discussed in the following section.

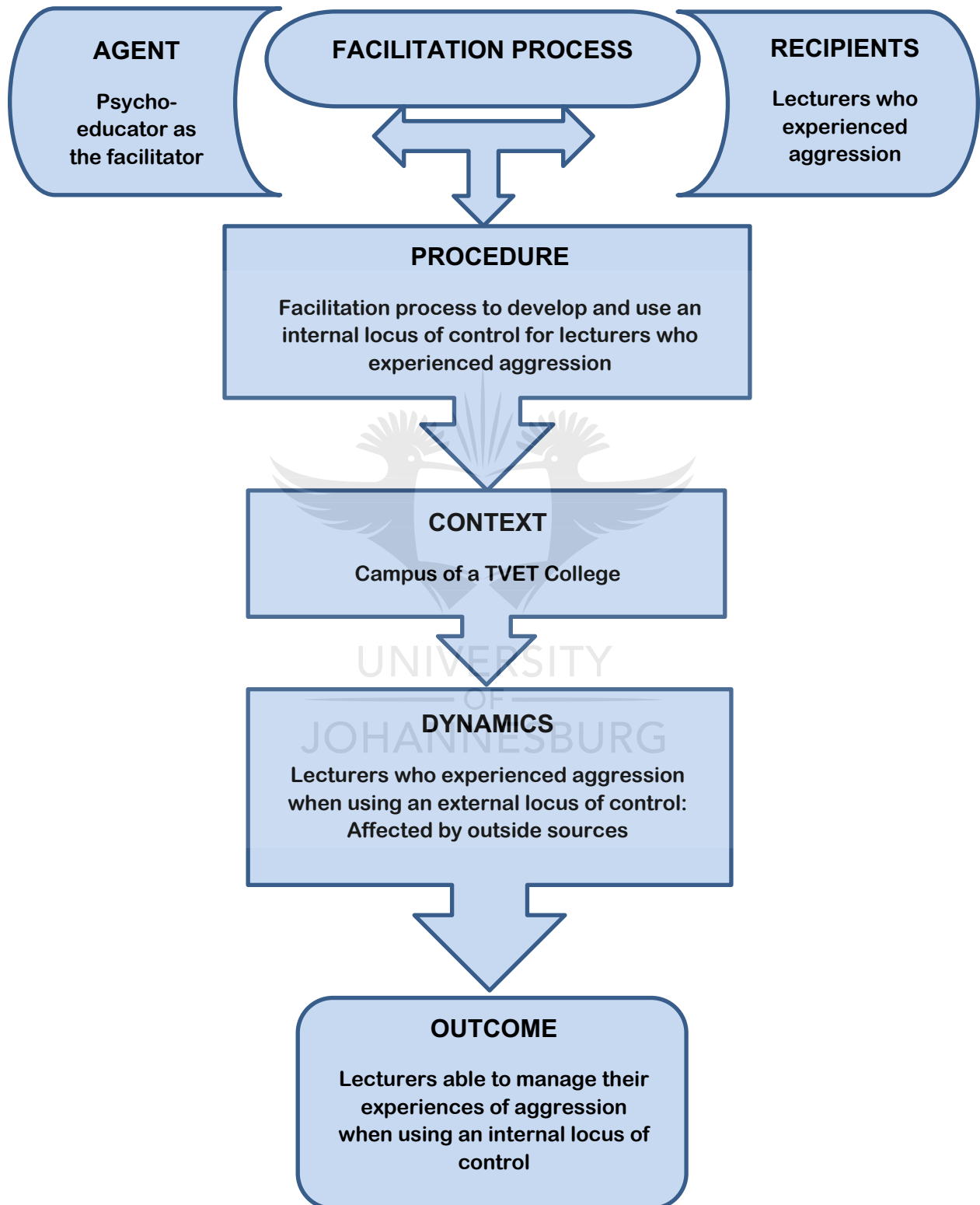


Figure 4.2: The thinking map illustrates the relevant concepts, procedures and interactions within the conceptual framework

4.3 THE RESEARCHER'S THINKING MAP

The thinking map presents the structure of the concepts derived from Step One – the situation analysis – as discussed in Chapter Three. The thinking map includes the interaction between the agent and the recipients. The procedure and process of the activity, the context, dynamics and outcome are described and discussed to construct the conceptual framework. The interaction and dynamics between the agent and the recipients are contextualised in a specific framework and procedure. The roles and activities of the recipients are outlined in order to attain the desired outcome via the facilitation process to develop and use an internal locus of control.

The survey list of Dickoff, et al. (1968:422-435) was used as a thinking map which formed the basis for the formulation of the conceptual framework. The thinking map indicated the relevant concepts, procedures and interactions for this study and served as a guideline to the researcher in developing the conceptual framework. Aspects from the survey list are included and described next to ensure that they are understood in the context of this study, as illustrated in Figure 4.2.

- The *agent*, as a psycho-educator who performs the *activity* of facilitating the process of developing an internal locus of control for lecturers (*The agent may be any other person with similar qualifications, expertise, knowledge and experience as a professional psycho-educator*)
- The *recipients*, as lecturers at a TVET college who experienced aggression as coming from 'outside' sources, as out of their control. Lecturers who chose to use an external locus of control
- The specific *context* of this study, as an educational environment of teaching and learning, on the campus of a TVET college
- The *outcome*, as an end goal for lecturers to manage their experiences of aggression by choosing to use an internal locus of control

- The *procedure*, as the facilitation process for lecturers to develop and use an internal locus of control to manage their experiences of aggression
- The *dynamics*, as the energy source or motivation for this study focusing on the *lived experiences of aggression by lecturers who chose to use an external locus of control*

The thinking map motivated and formed the basis for the development and description of the conceptual framework that follows in the next section.

4.4 THE CONCEPTUAL FRAMEWORK

The conceptual framework gives a schematic picture of the inter-relationships that exist among the different concepts and should be able to reflect on the perspectives of the findings from the study, as stated by Polit and Beck (2012:130 & 131; 2016:549 & 749). The conceptual framework serves to position the researcher in relation to the study and includes all relevant concepts that were considered, defined, integrated and discussed, according to Mouton (2009:136).

The conceptual framework to facilitate the development and use of an internal locus of control for lecturers who experienced aggression, is presented in Figure 4.3.

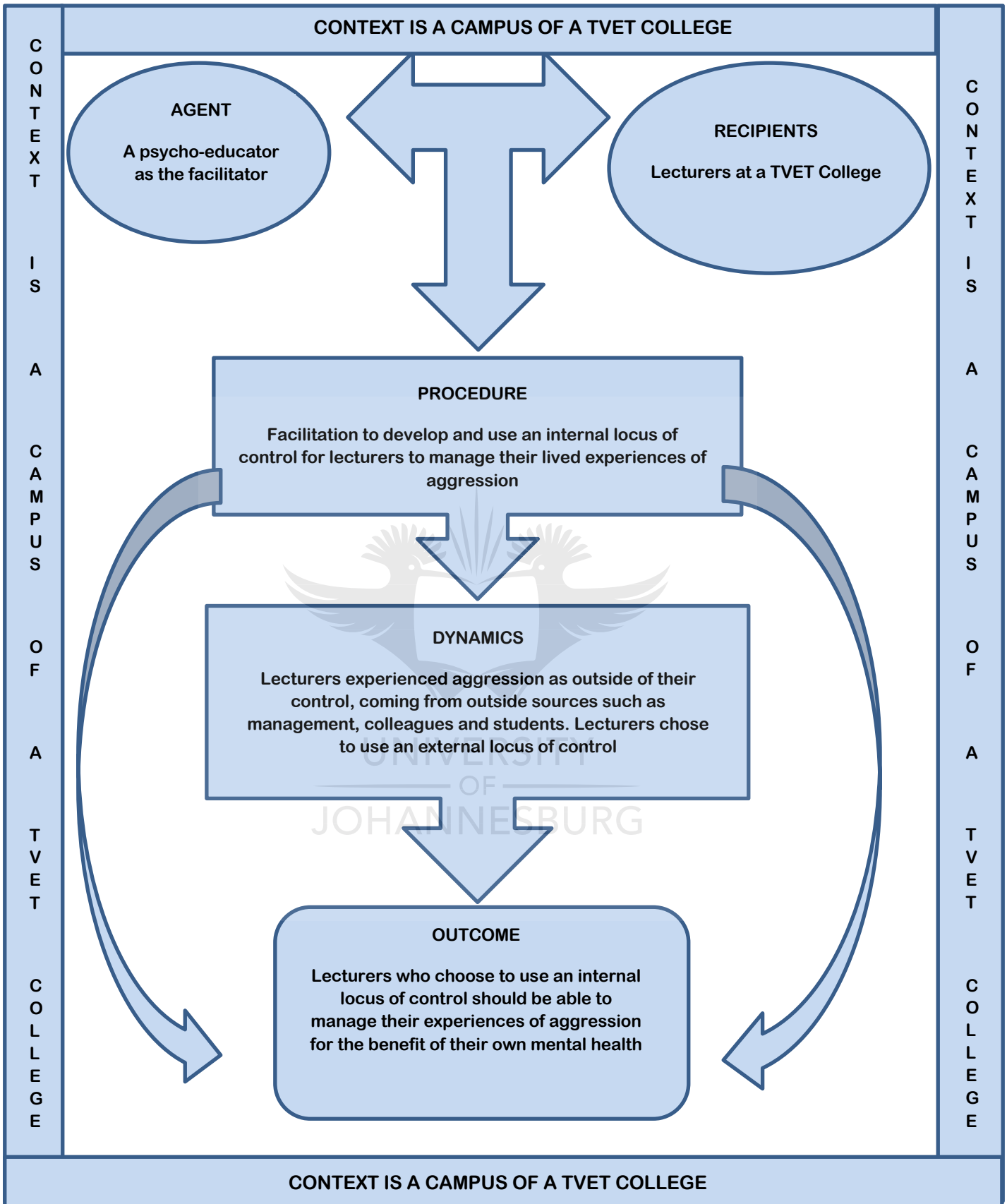


Figure 4.3: Conceptual framework to facilitate the development and using of an internal locus of control for lecturers to manage their experiences of aggression on the campus of a TVET college

The described concepts for this study were analysed, synthesised and placed in relation to one another in order to create conceptual meaning. The researcher purposefully considered relevant concepts to be included and discussed in the conceptual framework, as indicated in the following sections.

4.4 1 The agent as a psycho-educator

The agent is the person who guides the programmes and is well equipped to deal with persons individually or within group contexts. The agent, as a facilitator, should be able to facilitate processes, procedures, people and activities (Grobler & Schenck, 2009:13). An agent is expected to facilitate the desired outcomes during the facilitation process, responsible for maintaining a safe and secure environment which is crucial for the participants, as recipients. An agent should make the environment inviting to participants and they should be able to benefit from the environment (Garcia, Lindgren & Pintor, 2011:426). The agent, as a facilitator, should create an environment conducive to learning, exploration and growth, able to facilitate and support people to identify goals and objectives in order to improve work effectiveness (Ntsayagae, 2017:123). A broad concept of agency is proposed to include all those who have internal and external resources, as derived from Dickoff, et al. (1968:432-435) and Meleis (2012:130).

A psycho-educator is recommended as an agent to facilitate the process of developing and using an internal locus of control, to support lecturers in managing their lived experiences of aggression. The psycho-educator should be knowledgeable that facilitation means helping people to discover what they often already know (Grobler & Schenck, 2009:15-20). Facilitation should enable the lecturers to explore their potential and to build understanding and insight of their lived experiences of aggression.

The psycho-educator guides lecturers to identify the causes of a problem and supports them to find solutions in order to make sense of their experiences of aggression. The psycho-educator should be able to show understanding and insight into the lecturers' experiences of aggression (Garcia, et al. 2011:427-430). Lecturers should be knowledgeable that they have a choice between using an internal or an external locus

of control by focusing on the things they can control amidst the many things they cannot control (Wong, 2016:n.p.). The role of the psycho-educator is to facilitate lecturers in developing and choosing to use an internal locus of control, in managing their experiences of aggression on the campus of a TVET college.

According to Prendiville (2008:10) and Van den Berg (2018:122), the psycho-educator needs a set of skills and knowledge to verbally and non-verbally demonstrate commitment to the lecturers. These skills are considered important for the psycho-educator in order to show empathy and demonstrate understanding. The facilitation skills needed by the psycho-educator are described in detail in the sections that follow, along with the principles and values that should guide the psycho-educator (Van den Berg, 2018:122-123) (*The guidelines were adapted for this study*).

The psycho-educator should be inspired and encouraged to implement the following facilitation skills:

- Facilitation means *listening* to what people say and tuning in to what they are not saying. The psycho-educator should be able to observe *verbal and non-verbal communication* between the lecturers during open discussions.
- *Confidentiality* is adhered to in order to assure lecturers that when they participate and discuss their relevant experiences of aggression, their confidentiality is respected and honoured by the psycho-educator. The psycho-educator needs to ensure that their experiences are not shared inappropriately with other persons.
- *Respect* is acknowledged and adhered to in the way that the psycho-educator shows respect to each individual lecturer. *Mutual respect* between the psycho-educator and the lecturers are encouraged during the facilitation process.
- *Equality* ensures that each lecturer has an equal right to contribute and to influence the process and outcomes. Equality relates to respect and participation. It values the *personal experiences* of aggression from each lecturer.

- The value of *personal experiences* is achieved in the way that lecturers contribute from their *lived experiences of aggression*. The psycho-educator considers it equally valid and valuable.
- *Trust and safety* are encouraged, and the psycho-educator ensures that lecturers feel safe, secure and free from harm. *Trustworthy relationships* are established and honoured as far as possible.
- *Active participation* is key in order for the psycho-educator to gain insight into the experiences of aggression from the lecturers. The psycho-educator attempts to encourage maximum participation from the lecturers.
- The importance of a *positive and beneficial experience* is recognised by the psycho-educator. The psycho-educator remains aware that everyone is entitled to positive experiences for the benefit of their own mental health.
- The psycho-educator notes that there is a need to meet *realistic expectations* from the lecturers. Lecturers should aspire to achieve *realistic goals and objectives* when choosing to use an internal locus of control, to grow self-confidence.
- *Active involvement* is expected from the lecturers during their own adult experiential learning process.

The psycho-educator should be a professional and experienced educator and facilitator with a background and experience as a lecturer in an educational environment at a TVET college. The psycho-educator should understand the dynamics of aggression and the challenges that lecturers experience and face daily on the campus of a TVET college. The psycho-educator should also have the skills to approach lecturers with openness and understanding (Craftyron, 2011:n.p.). The psycho-educator should be open to gain insight from the lecturers when discussing their lived experiences of aggression in order to guide lecturers in knowing that they have a choice about using either an internal or an external locus of control. The

psycho-educator can discuss the benefits of using an internal locus of control for the benefit of their own mental health (Jain & Singh, 2015:17).

The psycho-educator facilitates open dialogue. The lecturers show the courage and confidence to willingly share their stories and discourses about their lived experiences of aggression when using an external locus of control (Gamble & Gamble, 2013:23-30). The psycho-educator should have effective communication skills and constructive interpersonal relationships which are important for building rapport with the lecturers (Hauptfleisch & Rheeder, 2017:13).

Respect is a positive attribute and the psycho-educator should show respect to the lecturers throughout the facilitation process to win their trust. Other facilitation skills that can benefit the psycho-educator are flexibility, skilled listening and being practical throughout the activities (Ntsayagae, 2017:117).

The psycho-educator guides the facilitation process to support lecturers in reaching the stated outcome with its goals and objectives within the allotted time. The psycho-educator is committed to encouraging the lecturers to focus on their strengths of developing and using an internal locus of control. The goal is achieved when the psycho-educator assesses that lecturers are able to manage their lived experiences of aggression by choosing to use an internal locus of control (McKay & McKay, 2010:n.p.).

4.4.2 The recipients as lecturers who experienced aggression at a Technical Vocational Education and Training (TVET) college

The recipients are the persons who are the beneficiaries or the 'receivers' of the facilitation process. A recipient is a person who receives or is awarded something; it is a beneficiary of something. Meleis (2012:130) states that a recipient or patient is the recipient of the prescriptions from the agency for the purpose of bringing about the desired goal.

Lecturers are the recipients during the facilitation process and there should be an awareness of the surrounding circumstances and their experiences of aggression on

the campus of a TVET college. This study was guided by an assumption that a person is a whole being who interacts with the internal and external environments to recognise opportunities and find solutions to experiences of aggression (Gottlieb, 2013:355). The internal environment with which lecturers interact relates to using an internal locus of control where lecturers are able to identify and manage aggression from within; their 'inner strength' (Wong, 2015:n.p.). The external environment indicates the factors or sources in the surrounding environment or circumstances with which lecturers interact, but do not necessarily have control over. Lecturers choose to use an external locus of control focusing on external forces and blaming outside sources beyond their control (Anger Management & Conflict Resolution, 2018:n.p.).

Lecturers experienced that external factors controlled their professional lives and they had no other power, options or choices to make. When things went wrong on the campus, lecturers tended to blame it on other individuals and events beyond their control. Lecturers seemingly did not accept responsibility for their professional lives and felt that they were 'left at the fate' of management and other colleagues on the campus (Happy and Authentic, 2019:n.p.).

The external dimensions or environment negatively affected the lecturers' lived experiences of aggression. Lecturers with an external locus of control experienced feelings of 'helplessness' and the situations on the campus seemed 'hopeless'. Focusing on external dimensions were degrading to the staff's morale and contributed to lecturers sometimes acting out in un-professional ways, by choosing to use an external locus of control and harming colleagues. Therefore, using an external locus of control affected the staff and their mental health adversely (Bavojdan, et al. 2011:111-118; Jain & Singh, 2015:19-21).

Lecturers can be filled with hope when realising they have a choice and some control over their external environment by doing something about it. Lecturers should understand that they have a circle of concern and influence on the campus such as their colleagues, students and management. Lecturers ought to understand that it is the way they *think* about events that determine how they *feel* about those events. They should focus on the circumstances and events around the campus which they can control, to bring about change in their lives (Happy and Authentic, 2019:n.p.). In order

to manage their experiences of aggression, lecturers should be willing to use an internal locus of control, because they have choices and should choose responsibly, no matter how dimmed and defeated they feel by their external environment (Covey, 2014:81-84; Hardy, 2016:1).

The internal and external environments, including the relationships with significant others, play a pivotal role in the mental health of lecturers (Jain & Singh, 2015:19). Lecturers should be knowledgeable and mindful about their daily interactions and relationships with colleagues and students as an interactive and dynamic process affecting their mental health and daily mood (Firestone, 2013:n.p.). Lecturers, as mentally healthy individuals, ought to have the ability to make adjustments that can assist them in remaining unhindered by emotional conflict and able to maintain meaningful relationships with others (Ntsayagae, 2017:124; Bavojdan, et al. 2011:111-118).

As accountable adult learners, lecturers are encouraged to purposefully choose how they will feel, teaching themselves to be more receptive than reactive towards their experiences of aggression on the campus (Firestone, 2013:n.p.). The drive towards meaningful alternatives for lecturers is found when they willingly and actively participate in developing and using an internal locus of control, by attaching meaning and purpose to their experiences of aggression on the campus (Basak & Ghosh, 2011:1200; Wong, 2015:1-11).

Lecturers ought to gain knowledge, skills and positive attitudes when actively engaging in their own learning process. 'New' skills should be visible and clear in the way that lecturers converse, use language, take initiative and make responsible decisions to manage their experiences of aggression when choosing to use an internal locus of control (Tas & Iskender, 2017:22-23; Kolb & Kolb, 2009:12).

The lecturers' reasoning skills and insight should be considered and respected during the facilitation process. The psycho-educator should cater to the different experiential learning needs of adult learners to be effective and successful in supporting lecturers to achieve the outcomes and goals. Self-efficacy can help lecturers to manage and control themselves when they are exposed to negative events or stressful situations

(Bavojdan, et al. 2011:111-118). Mutual respect and trust between the psycho-educator and the lecturers should be visible during the facilitation process.

A willing person will adopt a positive attitude, take the initiative to learn a new, required skill, and implement behaviours to effect change (Ntsayagae, 2017:121). New skills and the construction of new meanings may guide lecturers to implement new behaviours, by internalising an internal locus of control. Being positive may guide lecturers to experience and perceive some of the experiences of aggression on the campus in a more positive and meaningful way (Wong, 2015:n.p.).

4.4.3 The context of the research study

The context of this study is a campus of a TVET college where adult learners, such as the lecturers, are invited to engage and actively participate in their own learning process to benefit their own mental health. The context is a setting where the facilitation process takes place and is perceived as an environment where the psycho-educator and the lecturers are engaged in an activity. Context is a pre-requisite for the understanding of experiences or the understanding of a particular phenomenon and can be described as the circumstances that form the setting of an event, statement or idea (Meleis, 2012:129-135). Contexts enlighten ideas and make phenomena more understandable.

Context also refers to a safe place and it should be free from harm. The environment should be an 'enabling' and an 'engaging' environment where lecturers should be encouraged to learn, to make mistakes and to grow from their experiences (Basak & Ghosh, 2011:1206). The venue should entail a warm, open and inviting space for the lecturers where they should feel welcome and free to share their lived experiences of aggression, without fear of judgement.

4.4.4 Dynamics of the research study: The motivation or the driving force for the development of the conceptual framework

The term 'dynamics' refers to the driving force for the activity taking place and includes the purposes behind the intervention or activity (Meleis, 2012:133). The dynamics are

the motivation for the facilitation process and it forms an integral part of the conceptual framework.

Thus, the motivation for this study derived from the lived experiences of aggression by lecturers using an external locus of control. Lecturers believed that they were 'powerless', 'helpless' and blamed others for the 'hopeless' situations in their professional lives. They attributed events in their lives to powers and sources outside of their control, feeling 'victimised' and resentful (Morgan, 2018:n.p.; Tas & Iskender, 2017:23 & 27). They experienced being 'left at the fate' of others, such as management. Lecturers felt that they had 'no voice' due to a breakdown of communication and disrespect from the college management (Psychologiques, 2013:n.p.). Unfairness and favouritism that were demonstrated in terms of workloads and benefits, left some lecturers feeling worthless and unrecognised, waiting for circumstances and people to change (McKay & McKay, 2010:n.p.). Factors that contributed to deep levels of frustration, such as multi-cultural, multi-lingual, race and differences in age, added to their lived experiences of aggression. Lecturers thus resolved to use an external locus of control (Basak & Ghosh, 2011:1200).

The drive and dynamics that motivated the conceptual framework for this study entail the diverse assumptions and options about experiences of aggression from lecturers, choosing to use an external locus of control, by focusing on external circumstances.

4.4.5 Procedure as the facilitation process to develop and use an internal locus of control for lecturers to manage their experiences of aggression

Procedures are detailed guidelines to assist the lecturers in achieving the desired outcomes. Procedure begins with an activity and ends when the desired goals are achieved (Meleis, 2012:130; Dickoff, et al. 1968:433-435). Procedures are viewed as an interactive process of facilitation where interactional skills are important to facilitate constructive exchanges between the psycho-educator and the lecturers (Chetty, 2013:145).

Facilitation to develop an internal locus of control by means of dialogue, discourse and narrative intends to generate new understanding and new meanings for the lecturers as they converse with the psycho-educator. The psycho-educator assists and supports the lecturers in accomplishing the goals as set out according to the conceptual framework. The role that the psycho-educator will fill is supported by Adriansen and Madson (2013:295), who state that “to facilitate is to help, to assist and to make things easy”. The psycho-educator has to ensure that lecturers are at ease during facilitation of an internal locus of control, to manage their lived experiences of aggression more professionally.

Facilitation is more about the process – how to do something – than the content of what an individual does (Hunter, 2009:19). Lecturers are accountable for their own experiential learning and the psycho-educator should enable them to interpret their experiences and perceptions in order to effect positive change in their lives (Van den Berg, 2018:135-136). By involving the lecturers in a conversation, the psycho-educator guides the lecturers to gain clarity, understanding and insight when reflecting on their lived experiences and perceptions of aggression (Sharma, 2012:622-628).

The procedure includes the outcomes from the beginning and there is cognisance that relationships exist between and among people. Individuals can truly develop into whole beings through belonging and meaningful relationships with significant others (Ntsayagae, 2017:124). Mental health and positive relationships are important for lecturers to function optimally, meaningfully and with a clear purpose in terms of their problem-focused and emotion-focused coping strategies, by finding solutions to the problems which improve their mental health (Bavojdan, et al. 2011:111-118).

Relationships are considered as a series of events in the interactive process of facilitation and include the following three phases; the relationship phase, the working phase, and the termination phase, as illustrated in Figure 4.4.

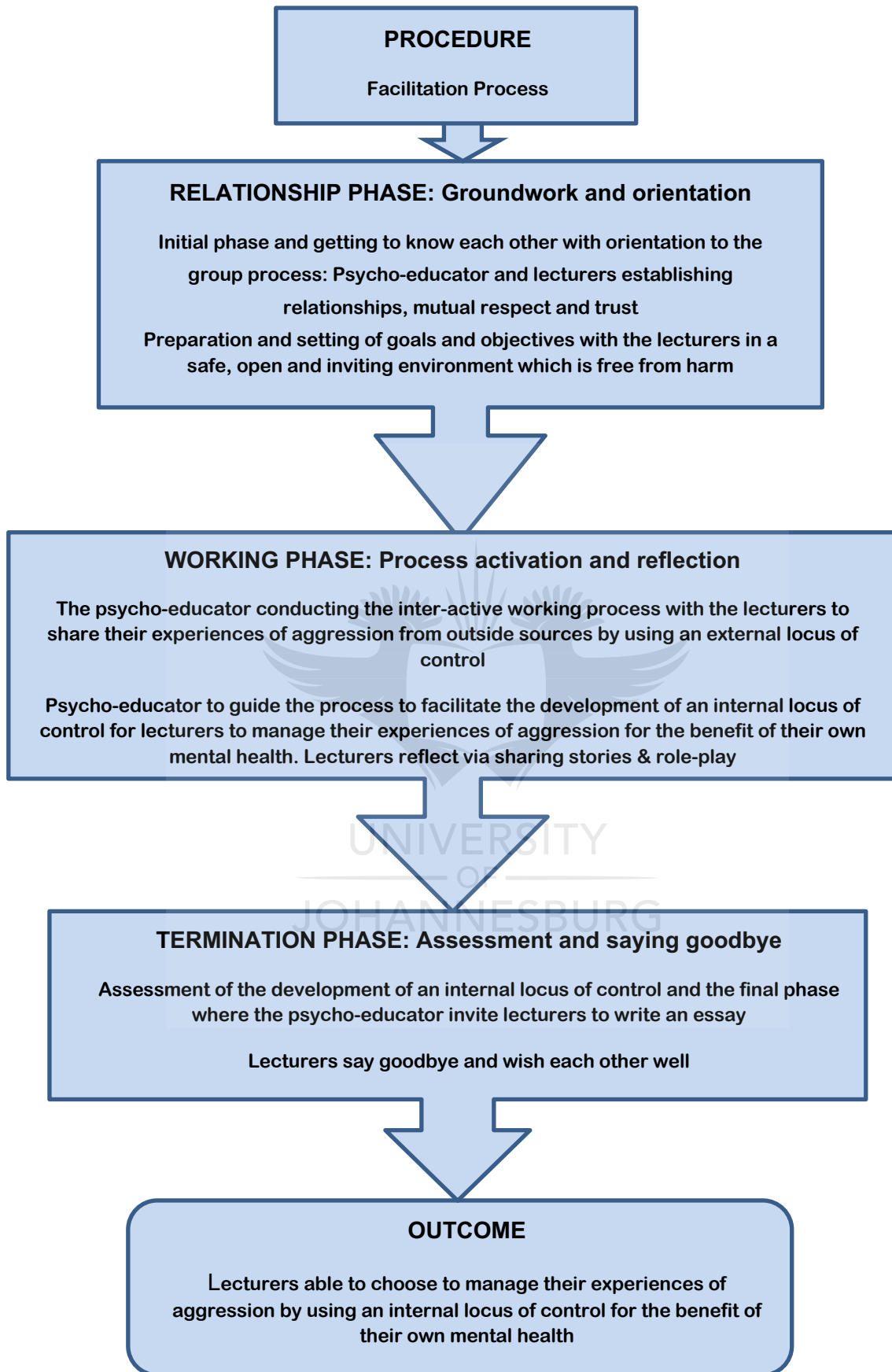


Figure 4.4: An illustration of the facilitation process to develop an internal locus of control

4.4.5.1 Phase One: The relationship phase – establishing relationships

The relationship phase is the initial phase of the facilitation process where groundwork and orientation take place and relationships are established between the psycho-educator and the lecturers. Lecturers are acquainted and introduced to each other. Lecturers will be orientated about the facilitation processes and protocol to follow (Johnson, 2014:515-516).

The psycho-educator and lecturers will get to know each other face-to-face in order to establish relationships and to encourage group cohesion. Mutual respect and trust are encouraged in establishing group guidelines. During Phase One, the psycho-educator will endeavour to impart and create a relationship of trust among the lecturers, as suggested by Townsend (2015:103).

4.4.5.2 Phase Two: The working phase – sustaining relationships

Phase Two is the working phase where lecturers will be motivated to develop and use an internal locus of control. Phase Two follows an open approach which should be flexible to encourage lecturers to be responsive as they reflect on their own experiences of aggression (Johnson, 2014:523).

Within this phase, the psycho-educator assumes a facilitative role with the purpose of building and sustaining relationships. The interaction and openness between the lecturers and the psycho-educator should increase during this phase with 'change taking place' as the process of facilitation proceeds and continues (Townsend, 2015:103-105).

During Phase Two (as the 'working' phase), process activation takes place. The lecturers have the opportunity to converse and openly share their stories about their lived experiences of aggression with the psycho-educator.

The focus of this phase is on the facilitation to develop an internal locus of control which is intended to bring about knowledge, insight and change for the lecturers when choosing to use an internal locus of control, and taking responsibility for their own lives

(Cherry, 2014:n.p.). Lecturers who use an internal locus of control are responsible in the way they act, assess and evaluate events and circumstances outside of their control, by controlling their thoughts and actions (The Motivation Mind Set, 2019:n.p.). Lecturers should be in a position to attach purpose and meaning to their lived experiences of aggression to create a more positive world for themselves and for others (Tas & Iskender, 2017:21-23).

Lecturers are motivated to live a life with purpose and meaning as coined by the late psychiatrist and author, Victor Frankl (1946:29-79) in his book *Man's search for meaning*. Based on Frankl, using an internal locus of control can help individuals to survive challenges and adversity even under extreme circumstances in life, such as his own survival from a concentration camp, by purposefully embracing difficult environments (Hardy, 2016:1-5).

Lecturers with a strong internal locus of control believe that what happens to them is largely the result of their own efforts and choices and that they are responsible for their own happiness. Lecturers ought to believe and realise that they can choose – ‘*Who am I and what do I do*’. Lecturers who choose to use an internal locus of control are able to make changes to their lives and take personal accountability to achieve desired outcomes (Solace Sabah, 2017:n.p.).

The following positive attributes are evident of lecturers who have a strong internal locus of control, and lecturers who choose to use *an internal locus of control* should be able to conduct themselves in the following ways as adapted for this study from Tas and Iskender (2017:21-28), Mathis (2013/2018:n.p.) and Morgan (2018:n.p.):

- Lecturers honour and control their feelings for the benefit of their own mental health.
- Lecturers feel at peace with themselves, knowing what they can possibly change, and which things they cannot change and have to accept in their professional lives.
- Lecturers show courage – they feel empowered with courage because they can choose their responses towards their experiences of aggression.

- Lecturers think optimistically and positively about events on the campus.
- Lecturers have integrity and behave in professional ways.
- Lecturers expect the ups and downs of life.
- Lecturers who experience aggression, quickly bounce back.
- Lecturers explore possible solutions to achieve desired outcomes and objectives for their professional lives.
- Lecturers have the ability to choose and make responsible choices as accountable individuals.

Using an internal locus of control is the quality or state of being mindful and aware of something happening around an individual. It refers to the psychological process of bringing one's attention to experiences occurring in the surrounding environment (Wong, 2015:1-11). Having an internal locus of control is a way of paying close attention – being attentive and observant – being 'in-the-moment'. It reflects as a way to stay focused on the awareness of one's thoughts and paying attention to the present actions of individuals (Rotter, 1966:1-28).

An internal locus of control is a state of self-awareness and it includes an awareness of the environment, circumstances and other individuals. A strong internal locus of control refers to emotions and responses which are decided on and controlled by the individual himself or herself (Chetty, 2013:185).

The development and use of an internal locus of control is a way to help lecturers understand how to tolerate and deal with their emotions and experiences in healthy ways by enabling them to become aware and assertive of their own emotions and experiences of aggression. Choosing to use an internal locus of control is an effective method to get to know oneself, to implement self-awareness, and to reduce stress for

the benefit of one's own mental health (Basak & Ghosh, 2011:1206; Duckworth, 2014:np).

In managing their aggression by using an internal locus of control, lecturers may be less reactive, resentful and aggressive towards management, colleagues and students. They can apply the following anger management techniques as suggested and adapted for this study by Anger Management and Conflict Resolution (2018:n.p.).

- *Relaxation* techniques such as deep breathing exercises
- *Changing one's thoughts* by replacing negative and irrational thoughts with positive thoughts
- *Facing one's problems on the campus* by consulting trusted others and making a plan to solve problems
- *Communication* should be clear to limit misunderstandings and incorrect understanding of instructions or ideas
- *Use humour* to relieve aggression, by imagining oneself as a 'super-hero', and tackling an issue head-on
- *Leave the situation* by removing oneself temporarily to calm down and see things in perspective

An internal locus of control is a way to construct a life of meaning, in terms of purpose, significance, fulfilment and satisfaction (Basak & Ghosh, 2011:1203 & 1206). An internal locus of control is actualised through positive functioning, the understanding and enjoyment of work, happiness, positive affect and hope (Tas & Iskender, 2017:22-23; Covey, 2014:58).

Developing and using an internal locus of control was the focus of this study and the researcher wanted to underline the belief that lecturers have a power of choice to

control their thoughts, ideas and perceptions about their experiences of aggression. Choosing to be internally controlled, may result in a more positive way to look at life and events on the campus (Rotter, 1966:20-28).

Frankl's doctrine that one should instil meaning and purpose in the events of one's life shaped the origins of Frankl's logotherapy (1946:103-136; An overview of Viktor Frankl's Logotherapy, 2018:1-15). His existential analysis and logotherapy were considered important for this study in the way that lecturers with an internal locus of control are primarily in charge of their lives. They have the power to make choices, which entails a sense of self-efficacy, value and a sense of positive self-worth (Jain & Singh, 2015:16-21). It is manifested in how lecturers make sense of life by using an internal locus of control – whether it is seeking benefit or accepting loss. When lecturers are faced with a stressful life situation on campus, finding their internal locus of control will help with the adjustment and control of such a situation (Basak & Ghosh, 2011:1203).

Internally controlled lecturers are intrinsically motivated with a focus on increasing the meaning or purpose in life by finding connections to people, places, experiences and the environment (Meaningful life, 2018:n.p.). Lecturers who ought to manage their experiences of aggression should know that anger is a normal emotion that exists within all individuals. Anger is a feeling that can range from a minor irritation to full-blown hostility and rage, which can be provoked by personal issues, events or experiences in someone's life. Anger can be expressed towards situations, events, issues, oneself and other people such as colleagues and friends (Breet, et al. 2010:511-513; Sharma, 2012:53). A lecturer's instinct is to respond aggressively to situations or people who anger them, but they have a choice. Between the action and the reaction there is time to choose, and lecturers should be able to choose an internal locus of control to manage their experiences of aggression (Anger management and conflict resolution, 2018:n.p.).

The mental health of lecturers is pivotal in the way that they manage aggression by using an internal locus of control. Lecturers should become aware that a person's locus of control can contribute to how they approach life (Rotter, 1966:1-28). The concept of *locus of control* is about an individual's belief of having the ability to control

some events, to some extent, in their own life. The researcher acknowledges that internal locus of control and external locus of control have different impacts on the behaviour of an individual and lecturers ought to focus on the way they interpret events, and their attitudes relating to such 'happenings' on the campus (Frankl, 1946:74-77; Rotter, 1975:56-67).

Lecturers can opt for an internal or an external locus of control to impact on their behaviour. However, by cultivating and using an internal locus of control, lecturers should be able to positively interpret their lived experiences of aggression, believing that they are responsible for their own lives and have the power of changing their lives in a meaningful and purposeful way, since life does not only cover happy experiences but also suffering and deprivation. According to Frankl (1946:29-37), life does not have a single meaning but entails a multi-dimensional life with multiple meanings and purposes.

An internal locus of control should instil a sense of self-worth and self-actualisation in lecturers so that they know who they are in their professional lives. Confidence should be visible in the way they transfer and impart knowledge to students. Internally controlled lecturers seek to find meaning, purpose and satisfaction in their significant teaching and learning experiences. Lecturers ought to believe that what happens to them is in a way the results of their own efforts and choices, because they can choose their thoughts, and consequently their feelings and responses (Morgan, 2018:n.p.).

4.4.5.3 Phase Three: The termination phase – ending relationships

The Latin interpretation of 'terminus' refers to the endpoint of an activity as an indication that the goal for the activity has been achieved (Oxford dictionary, n.d.:n.p.). The focus in this final phase is the assessment of lecturers who cultivated an internal locus of control and saying goodbye. Termination provides the opportunity to end relationships in an intentional, meaningful way on the one side, but encourages a continuation of personal growth for each person on the other side (Johnson, 2014:524).

The lecturers are prepared for the termination of the process in advance. Lecturers ought to be observed and assessed with regards to knowledge, skills and attitudes that relate to having and using an internal locus of control. Lecturers are informed about growth and development when cultivating an internal locus of control. Relevant information is willingly shared with lecturers to ensure their growth and development.

Lecturers wanted to perform in a more professional way and were encouraged to experience an internal locus of control as meaningful and purposeful in their professional lives, for the benefit of their own mental health (Jain & Singh, 2015:16-21). During the termination phase, lecturers were invited to write an essay about their experiences and to share their stories with each other. The psycho-educator and the lecturers will say goodbye and wish each other well.

4.4.6 Outcome of the research study: The development and use of an internal locus of control for lecturers to manage their experiences of aggression

The outcome refers to the end or the final achievement of an activity and it entails that the goal was reached and the end product was achieved. Lecturers should be responsible for their own mental health; therefore, the outcome that the psycho-educator wanted to achieve was that lecturers should be able to manage their experiences of aggression by choosing to use an internal locus of control.

4.5 CONCLUSION

The researcher discussed the conceptualisation process in this chapter and reflected on the themes that were identified in Chapter Three. The conceptual framework was outlined in accordance with the survey list of Dickoff, et al. (1968:423-435). With the outcome in mind, which is seen as the end product of the activity, the conceptual framework was developed. The outcome for this conceptual framework was to facilitate the development and use of an internal locus of control for lecturers to manage their lived experiences of aggression.

Since the lecturers were adults, experiential learning and the principles of adult learning were considered during the unfolding of the three phases of the facilitation

process. Lecturers were engaged during the *relationship phase*. The *working phase* focused on the development and the choice lecturers have in using an internal locus of control. On saying goodbye during the *termination phase*, lecturers should be ready for self-directed learning after successfully participating in informal and formal learning (Knowles, Holton & Swanson, 2011:183-184). Lecturers ought to be able to manage their experiences of aggression by choosing to use an internal locus of control, for the benefit of their own mental health.

This chapter laid the foundation for the development of the psycho-educational programme, which will be discussed in detail in Chapter Five. The researcher also resorted to developing guidelines for the implementation of the psycho-educational programme.



CHAPTER FIVE

THE PSYCHO-EDUCATIONAL PROGRAMME TO FACILITATE THE DEVELOPMENT OF AN INTERNAL LOCUS OF CONTROL FOR LECTURERS TO MANAGE THEIR LIVED EXPERIENCES OF AGGRESSION

5.1 INTRODUCTION

In Chapter Four, the researcher focused on the development of a conceptual framework which formed the basis and reference for the development of the psycho-educational programme (Leedy & Ormrod, 2019:125-128). In this chapter, the researcher presents the description of the psycho-educational programme to facilitate the development of an internal locus of control for lecturers to manage their experiences of aggression at a TVET college. The psycho-educational programme is intended to support lecturers in managing their experiences of aggression with management, colleagues and students by using an internal locus of control. The researcher developed guidelines for the implementation of this psycho-educational programme.

Choosing to use an internal locus of control is like a lens or a looking glass that lecturers look through to perceive their experiences of aggression as either positive or negative (Jain & Singh, 2015:20). Against this background, the psycho-educational programme is tailored to meet the lecturers' needs and support them in meaningfully managing their experiences of aggression by using an internal locus of control.

The psycho-educational programme focuses on the insights gained from the themes obtained from the lived experiences of aggression by lecturers on the campus of a TVET college. The psycho-educational programme is structured and intends to provide information about the three themes regarding lecturers' lived experiences of aggression. Thus, the structure of the psycho-educational programme was guided by lecturers who experienced aggression via disrespect, a breakdown in communication, favouritism, unfair workloads and 'special' benefits to some lecturers and departments. Multi-dimensional differences such as multi-lingualism, multi-cultural, race and age

differences informed the structure of the psycho-educational programme. Lecturers needed support to perform in a more professional way within their educational environment (Basak & Ghosh, 2011:1206).

The outcome of the psycho-educational programme was to facilitate the development of an internal locus of control for lecturers to manage their lived experiences of aggression. The process to facilitate the development and use of an internal locus of control will unfold in three phases, namely the relationship phase, the working phase and the termination phase, as discussed in detail in the following sections.

5.2 THE DEVELOPMENT OF THE PSYCHO-EDUCATIONAL PROGRAMME

The context of a group facilitation approach is recommended for the psycho-educational programme. Lecturers will be facilitated within a group setting where they are in a position to observe and learn from one another as adult learners (Prendiville, 2008:10). Therefore, the process-orientated group and semi-structured approach are recommended for adult learners, such as the lecturers (Johnson, 2014:79-80).

Session planning will be conducted to assist the psycho-educator in preparing for the facilitation process to develop and use an internal locus of control. Changes in the order and the number of sessions may be expected, depending on the group dynamics. The timing of the group intervention sessions will be flexible and adaptable in order to assist and support lecturers. The lecturers will be invited to share their stories about their lived experiences of aggression through open discussions. Question and answer sessions will be allowed and monitored by the psycho-educator (Ohrt & Robinson, 2013:32). The attention and the focus will be on the essential key elements of a psycho-educational programme within a group facilitation setting. A developmental and solution-focused approach guided the development of the psycho-educational programme for this study (Johnson, 2014:522-524).

5.2.1 Elements of a psycho-educational programme

In order to develop a psycho-educational programme, the researcher had to consider the following important elements such as the group approach, the objectives and the outcomes. The psycho-educational programme unfolds in three phases where actions

and activities are planned to achieve the main objective of the psycho-educational programme. During the psycho-educational programme, lecturers will be facilitated to gain knowledge and skills about the development of an internal locus of control. Lecturers will also be informed about the benefits of using an internal locus of control which may enhance their ability to manage their experiences of aggression more professionally on the campus. Lecturers should be encouraged to attach meaning and purpose to their lived experiences of aggression, and adjust themselves in relation to their educational environment for the benefit of their own mental health (Jain & Singh, 2015:17-19).

5.2.1.1 A developmental and solution-focused group approach

Psycho-educational groups are perceived as 'common' and 'known' interventions where individuals can get help to cope and gain basic life skills (Van den Berg, 2018:143; Krisciunaite & Kern, 2014:29). Lecturers, as adult learners, ought to benefit from a psycho-educational group to gain life skills such as developing and using an internal locus of control.

An advantage of a psycho-educational programme lies in the assumption that the lecturers share a common reason for attending. It is envisaged for this psycho-educational programme that lecturers will be attentive to develop and learn from each other because they share 'common' experiences of aggression on the campus. Therefore, the 'presenting problem' is known to the lecturers and it is addressed from the onset in the group situation (Johnson, 2014:522). The value of such an active intervention group lies in the communal nature of the intervention by having a shared problem. Lecturers may experience a sense of group cohesion and safety. Sharing common issues may ignite lecturers to actively participate during the group activities to attain their set goals and objectives (Gitterman & Knight, 2016:105; Conyne, 2014:23-28).

In the facilitation of a psycho-educational programme, order and time are deemed important. However, it should not be viewed as an absolute fixed approach since the group dynamics may entail reviewing sessions during the facilitation process. The depth of disclosure, the rate at which the sessions are conducted, the extent of active

participation from lecturers within the group, and allowances for individual interactions such as sharing stories, should be considered (Johnson, 2014:525-526; Bens, 2011:20).

The psycho-educational programme will be conducted in the format of a one-day workshop consisting of five sessions, in three phases, as illustrated in Figure 5.1. During the workshop, there will be time for short breaks. The psycho-educational programme should allow the lecturers to share their lived experiences of aggression with the psycho-educator in an open, diverse and honest way. Reactions and responses from the lecturers will be facilitated by the psycho-educator in an orderly fashion (Bens, 2011:20-23). Lecturers should be able to observe and learn from their colleagues who are using an internal locus of control in managing their experiences of aggression.

Facilitating a group intervention with lecturers to manage their experiences of aggression by using an internal locus of control, should be a beneficial experience for both the lecturers and the psycho-educator. Lecturers should benefit from exchanging experiences with other individuals, so they know they are not alone, and have a choice and a voice (Connie & Metcalf, 2009:14-20). Lecturers will learn from the questions and responses of others while sharing their stories about their lived experiences of aggression. This awareness and observation allow lecturers to gain perspective on how their colleagues experience and manage aggression by using an internal locus of control. Stipulated by Thomson (2004 in Van den Berg, 2018:155-156), the following steps relate to group sessions as adapted for this psycho-educational programme:

- Establish relationships between the lecturers and the psycho-educator
- Define the issues with the lived experiences of aggression from the lecturers
- Explore what was tried before and whether it helped or hurt
- Decide what could be done and include alternatives as discussed in the group context

- Make plans, set goals and realistic objectives which the lecturers may be able to achieve
- Try to encourage new behaviours by implementing the plan

The psycho-educator should allow lecturers to set realistic goals for themselves to achieve when choosing to develop and use an internal locus of control.

5.2.1.2 Objective of the psycho-educational programme

The objective of the psycho-educational programme is to facilitate lecturers to develop and use an internal locus of control, to manage their lived experiences of aggression in a professional educational environment, for the benefit of their own mental health. The exposition of the psycho-educational programme entails facilitating the development of an internal locus of control for lecturers, during *three phases* and *five sessions*.

As illuminated, *Phase One* is the relationship phase, which includes *Session One* with the groundwork, orientation and establishing of relationships for group cohesion.

Phase Two is the working phase which encapsulates *Session Two* with the process illumination and activation. *Session Three* focuses on the facilitation to develop an internal locus of control and the benefits thereof. Lecturers will be encouraged to use an internal locus of control and build positive self-esteem. *Session Four* includes reflection, with possible role-play and gaining problem-solving skills.

Phase Three is the termination phase, leading to *Session Five*, where lecturers will be invited to write an essay as an assessment. *Session Five* entails saying goodbye to the lecturers and wishing them well. Lecturers will be encouraged to stay informed and to be in touch with each other should they wish.

The three main phases of the psycho-educational programme, with the objectives of the five sessions, actions, activities and the outcomes, are indicated in Figure 5.1.

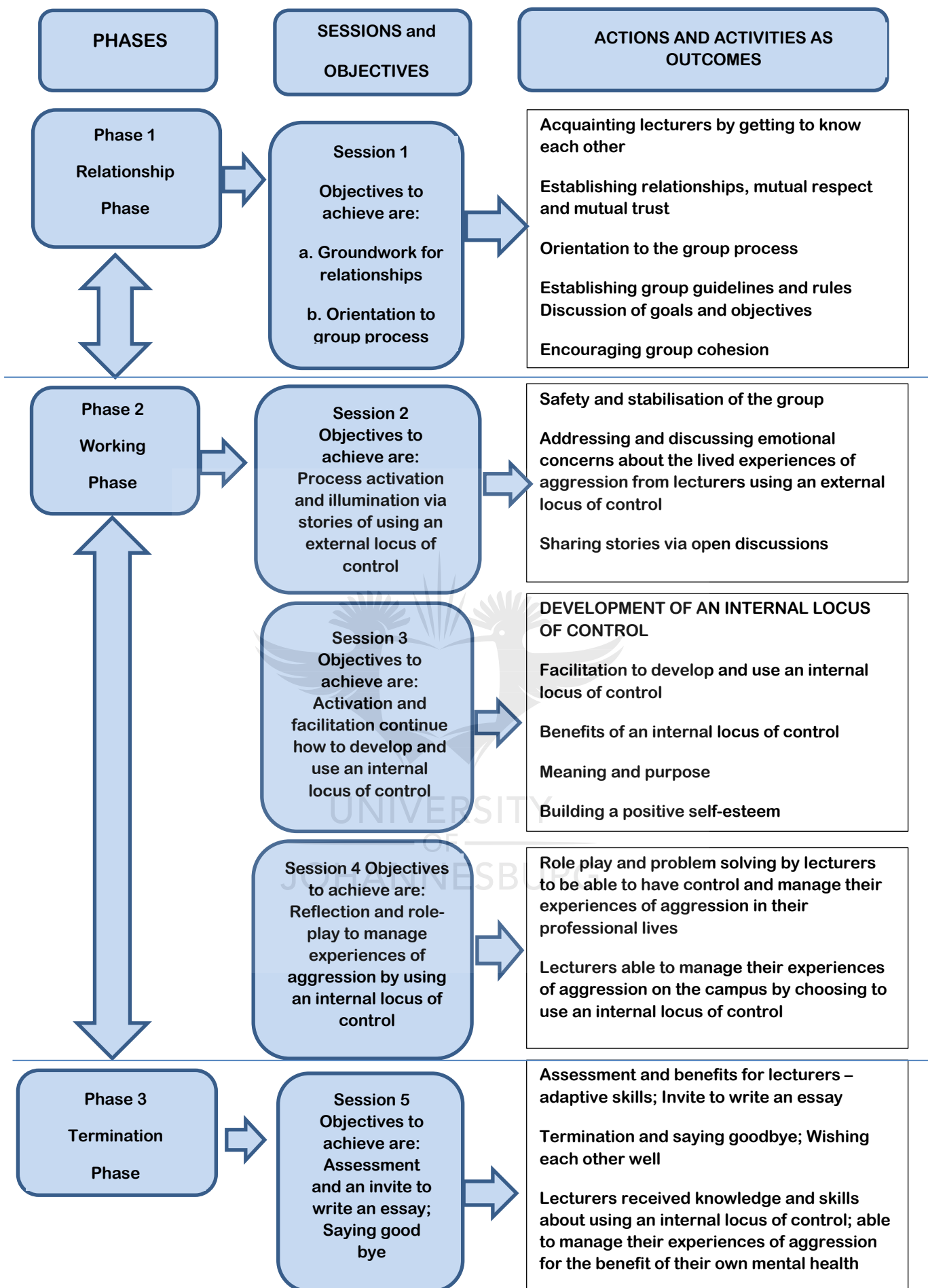


Figure 5.1: Exposition of the psycho-educational programme in three phases

5.3 A DESCRIPTION OF THE FACILITATION PROCESS WHICH IS INTEGRATED IN THE PSYCHO-EDUCATIONAL PROGRAMME

The facilitation process is embedded and integrated into the psycho-educational programme. Facilitation to develop and use an internal locus of control is categorised in three phases namely the *relationship phase*, the *working phase* and the *termination phase* (Johnson, 2014:510-528). A short description of each phase and the five sessions to be conducted are included and discussed in the following sections.

5.3.1 Phase One: Relationship phase

Preparing the group for their participation is considered an important aspect for the eventual success of the psycho-educational programme (Brame & Biel, 2015:17-21). By preparing and providing the lecturers with prior information on the nature of the programme, it may encourage them to attend and may fill them with enthusiasm to gain additional knowledge and skills. One of the best predictors of group retention and overall success is how prepared members are within the group (Johnson, 2014:515-516). Lecturers are encouraged to understand the importance of developing and exploring their significant relationships within the group context (Conyne, 2014:18-20).

5.3.1.1 Session One (a): Setting the groundwork

The structure and logistics of the implementation of the psycho-educational programme will be discussed. A proper, safe venue on the campus of a TVET college for a specific date and time will be arranged and booked via the principal of the college and the relevant campus manager. Participating lecturers who were part of this study from the beginning, will be invited to attend the workshop as a matter of preference and in gratitude for their participation.

5.3.1.2 Session One (b): Orientation to the programme and getting to know each other

The first session is to 'get to know' each other. This session is viewed as an opportunity to set goals for the first session and to communicate such goals and objectives to the

lecturers (Johnson, 2014:515; Van den Berg, 2018:153). This session focuses on acquainting lecturers with each other and sharing the orientation of the group process with them. Common goals and fears are discussed, including group guidelines such as informed consent and confidentiality that need to be adhered to between the lecturers (Creswell, 2009:11-12). The psycho-educator should ensure that there is 'common ground' and cohesion among the lecturers in sharing 'common' experiences and knowing the 'presenting problem' of aggression. The psycho-educator should be in a position to manage the uniqueness and diversity of the group with calmness and confidentiality (Gitterman & Knight, 2016:105-107).

Lecturers are asked to agree on some basic ground rules and guidelines such as the length of each session, poor attendance, the risk that confidentiality may be broken and whether or not to allow 'new' lecturers to join the programme should an individual drop out. By establishing ground rules and structuring the group during the initial session, the psycho-educator, together with the group of lecturers, define expected behaviour for the duration of the psycho-educational programme (Brame & Biel, 2015:15-17).

The psycho-educator can start the session with an ice breaker and ask lecturers to introduce themselves. Lecturers may be working in 'pairs' with other lecturers to share their goals, objectives and fears. The psycho-educator directs the lecturers to focus on their shared, 'common' experiences of aggression on the campus. The open discussions are intended to enhance self-reflection for lecturers in order to gain insight into their experiences. Participating as a group member is a powerful learning experience that integrates understanding – 'cognitive empathy' – and emotional awareness – 'affective empathy' (Ohr & Robinson, 2013:32).

At the beginning of the group sessions, the psycho-educator should encourage lecturers to interact with each other by responding to what others have shared. Building trust, mutual respect and cohesion are important to work together in order to support each other in the group, but also for personal growth in developing, using and cultivating an internal locus of control (Johnson, 2014:524-526).

The objectives of the psycho-educational programme will be discussed with the lecturers. It relates to the three themes that were identified and discussed in Chapter Three, and touches on the following main concepts:

- *Communication*: Experiences of a communication breakdown on all levels of the college
- *Unfairness*: Experiences of favouritism and benefits related to the workloads of lecturers including deep levels of frustration from other factors
- *Professionalism*: Experiences of un-professionalism in an educational environment

Objectives to be attained during the implementation of the psycho-educational programme include discussing and sharing the experiences of aggression from external sources such as management, colleagues and students, as indicated in the earlier summary. Lecturers who chose to use an external locus of control will be invited to share their experiences of aggression.

Another important objective to pursue for the psycho-educational programme includes the development and use of an internal locus of control, for lecturers to manage their experiences of aggression for the benefit of their own mental health.

5.3.2 Phase Two: Working phase

Phase Two refers to the phase where the psycho-educator will invite lecturers to open up, share and disclose their emotional experiences and concerns about their lived experiences of aggression in more depth and detail.

5.3.2.1 Session Two: Process illumination and activation

The second session opens with a brief summary of the first initial session. This session is meant to be more relaxed and flexible to ensure open and honest discussions within the group. During this session, the psycho-educator can decide to briefly discuss the

results of this study with the group. The psycho-educator should allow the lecturers to talk freely about their experiences of aggression and their negative feelings about it.

Lecturers ought to express their emotions in an environment where they experience safety, empathy, understanding and a safe place that is free from harm and judgement. Lecturers should engage with the psycho-educator and other lecturers to build and enhance group cohesion. The psycho-educator should be attentive and knowledgeable about group dynamics and needs to know when and how to intervene during the facilitation process (Bens, 2011:22-24).

Clearly, a less structured, flexible and relaxed approach is pursued by the psycho-educator so that lecturers can become more responsible for their own movement and responses in the group. Lecturers are encouraged to recognise their own dispositions and situations, to disclose their lived experiences of aggression from management, colleagues and students in greater depth. When lecturers reflect on and communicate their feelings and thoughts towards others in the group, the level of intimacy and the opportunity for learning may be greatly enhanced (Johnson, 2014:524; Van den Berg, 2018:157).

The psycho-educator will encourage safety and ensure the stabilisation of the group of lecturers. As soon as containment is endorsed, the focus will move to sharing stories, narratives, discourses and movement within the group, where lecturers are free to choose to join the other lecturers or groups to share their experiences. The group environment should allow the lecturers to share and foster meaningful interpersonal change (Cho, 2016:n.p.). The psycho-educator should demonstrate emphatic understanding, trust, genuineness and respect for each individual lecturer, but also towards the group. The psycho-educator needs to be adept at identifying, labelling, clarifying and reflecting on the feelings and thoughts of the lecturers (Bens, 2011:22-26).

Lecturers may reflect on their own stories about aggression between management, colleagues and students, and the impact on their professional life. Challenges to manage their aggression may be disclosed, discussed and debated within the group (Gitterman & Knight, 2016:105-111).

5.3.2.2 Session Three: Activation continued

During Session Three, the psycho-educator will continue activating the choices lecturers have, by choosing to use either an external or an internal locus of control. Building on the previous session, the psycho-educator will prepare lecturers for the following focused session on the development and use of an internal locus of control.

(a) Facilitation to develop and use an internal locus of control

During this important session, the psycho-educator will guide the lecturers in exploring their inner selves via a process of introspection in order to gain insights into their lived experiences of aggression and their circumstances on the campus of a TVET college. Lecturers will be invited to look deeper into their own 'resourceful-selves' for the courage to make appropriate and responsible choices. The choice to use and cultivate an internal locus of control may strengthen the self-esteem and confidence of the lecturers during this session (Tas & Iskender, 2017:26-28).

Typified by the acronym *RADE*, the psycho-educator will focus on the following aspects to be achieved by lecturers as far as possible (Johnson, 2014:522). This process ought to guide and encourage lecturers to focus on using their own internal locus of control by making responsible choices in their professional lives:

- *Recognise* that lecturers have experienced aggression from management, colleagues and students alike.
- *Appreciate* and value the feelings, thoughts and behaviours of the lecturers which relate to their lived experiences of aggression.
- *Decisions* from lecturers to willingly take responsibility for their own lives in order to manage their experiences of aggression by choosing to use an internal locus of control.

- *Exercise* the will to focus on using an internal locus of control in order to manage their experiences of aggression for the benefit of their own mental health.

This session aims to ensure that lecturers will be equipped with knowledge and skills about the choice they have in using an internal locus of control, to manage their lived experiences of aggression. Lecturers will have the opportunity to share their strengths, their experiences and any insights which they have gained thus far.

Lecturers will be guided to know that a person with an internal locus of control believes strongly in their own ability to control the events in their life. Lecturers should understand that using an internal locus of control makes them more resilient and supports them to bounce back from adversity more easily (Wong, 2016:n.p.). Using an internal locus of control may leave lecturers more positive about their lived experiences of aggression on the campus (Basak & Ghosh, 2011:1206).

(b) Benefits of an internal locus of control

Lecturers should be aware that when they focus on developing and using an internal locus of control, they have benefits such as the power of responsible choices (Happy and authentic, 2019:n.p.):

- It is a lecturer's *choice* how to interpret events.
- It is a lecturer's *choice* what meaning is given to the events that happen to one.
- It is a lecturer's *choice* what to focus on in life.
- It is a lecturer's *choice* what to expect from oneself, from others – such as management, colleagues and students on the campus – and from one's own life.
- It is a lecturer's *choice* to determine a purpose and destiny for one's life.

Lecturers ought to be confident when using an internal locus of control by knowing that they have control over their own choices and their own responses to things that happen in their professional lives (Wong, 2016:n.p.). Lecturers can choose how they will respond to events and circumstances on the campus. Sometimes they also just need to understand that life happens and things can change. However, lecturers have the power of choice on how they will choose to respond to such changes and challenges as inspired by Victor Frankl (1946:58; Devoe, 2012:1-3; LaCasse, 2017:12) and mentioned by Wong (2015:1-11).

Mental health is beneficial for lecturers and includes how lecturers think, feel and act when faced with life's situations on the campus. Mental health is how lecturers look at themselves, their lives and other colleagues in their lives. Mental health entails how lecturers evaluate their problems and challenges and explore choices. Mentally healthy lecturers ought to handle stress, relate well to others and should make responsible decisions, to enjoy a positive quality of life on the campus (Segal, 2011:54-62; Jain & Singh, 2015:16-21).

(c) Meaning and purpose

Lecturers with an internal locus of control share the belief that their actions have a direct effect on the outcomes in their lives. They should consider it as vital for their own success and happiness in life. Lecturers ought to know that they are the masters of their own destiny and may take even more risks as they become more successful in managing their experiences of aggression when using an internal locus of control (Dreher, 2014:n.p.; Wong, 2015:1-11).

Lecturers with an internal locus of control are usually more open to new ideas, which promotes creativity and personal growth. Lecturers develop a sense of when and how to attach meaning and purpose to their lived experiences of aggression. Lecturers may even experience a deeper sense of self-satisfaction and self-actualisation, which will enhance a life of meaning and purpose for the benefit of their own mental health (Frankl, 1946:75-76; Basak & Ghosh, 2011:1206; Jain & Singh, 2015:18-21; Tas & Iskender, 2017:23).

(d) Building a positive self-esteem

Lecturers should be advised not to try and take control of the environment, events, circumstances or what other people do on the campus. They need support to manage and control their own thoughts, actions and attitudes. The power for lecturers is in the 'power of choice' on how to manage their lived experiences of aggression.

As lecturers progress in managing their lived experiences of aggression by using an internal locus of control, they will be encouraged to attach meaning and purpose to the 'happenings' on the campus (Solace Sabah, 2017:n.p.). As they achieve more success, lecturers will grow more confident about their own ability to manage their lived experiences of aggression. The more success lecturers experience when using an internal locus of control, the more positive their self-esteem will be (Tas & Iskender, 2017:28). This may lead lecturers to perform in a more professional way towards management, colleagues and students by treating all persons with respect on the campus when 'voicing' their concerns (Basak & Ghosh, 2011:1200).

5.3.2.3 Session Four: Reflection: Lecturers able to manage their lived experiences of aggression by using an internal locus of control

During Session Four, lecturers will be invited to reflect on their experiential learning process about using an internal locus of control thus far. As adult learners, they have to ponder, do serious in-depth thinking, and practice introspection to attain insight about their lived experiences of aggression. True and deep reflection will guide them on the way forward to develop and use an internal locus of control, to manage their lived experiences of aggression by understanding and making sense of it.

(a) Role-play and problem-solving skills for lecturers to be able to control their professional lives

By role-playing and practising the problem-solving skills they acquired, the lecturers should be able to demonstrate the new insights they have gained by using an internal locus of control to manage their experiences of aggression (Hunter, 2009:29-33).

Lecturers ought to realise that they are no longer victims of aggression (Whitson, 2014:n.p.).

(b) Lecturers with an internal locus of control are able to manage their experiences of aggression on the campus

Lecturers who are able to manage their experiences of aggression by using an internal locus of control demonstrate the following (McKay & McKay, 2010:n.p.):

- Lecturers show confidence that they can be successful.
- Lecturers take personal responsibility for their actions and choices.
- Lecturers are placed in a position to deal with challenges and stress better.
- Lecturers choose to use challenges on the campus to come out stronger.
- Lecturers choose to be positive and thrive in the midst of change.
- Lecturers are likely to responsibly question unfairness and authority.

Lecturers with an internal locus of control, who choose to manage their experiences of aggression, can practice the following skills to strengthen their control, based on and adapted from Frankl (1946:29-58), Rotter (1966:1-28), Psychology today (2018:n.p.), The World Counts (2019:n.p.) and The Motivation Mindset (2019:n.p.):

- Consciously make choices, even seemingly insignificant choices, and remind oneself that one always has a choice.
- Control what one can by simply 'acting' as though one has control over one's life by taking control of one's responses to external events. Concentrate on those areas that one can influence.

- Do small things with great effort by trying to do a little every day. Small accomplishments make one feel competent and in control.
- Take responsibility for everything that happens in one's life, good or bad. Do not 'blame-and-shame'.
- Acknowledge the part one played in any given event, whether the outcome was positive or negative. Make conscious decisions that will move one from a victim mentality to a proactive perspective.
- Respond mindfully and cognisantly to one's emotions and decisions. Put more thought into one's actions and decide what one can alter. Ask oneself: "Could a different response produce a more desirable outcome?"
- Know that what does not kill one makes one stronger by thinking of challenges one has overcome in the past. Value the experience and recognise the new skills, the gained wisdom and the understanding one may have acquired.
- Develop one's decision-making and problem-solving skills. Exhibit strong cognitive functioning, innovation and more motivation to complete tasks successfully.
- Model people with an internal locus of control by observing how they behave when things get tough and what one can copy in situations that frustrate or upset one.
- Grow and build an intention and implementation plan about how to react and respond to situations that repeatedly occur. Be aware of such situations and do not be caught off guard. Be assertive.

(c) Using an internal locus of control is beneficial for the mental health of lecturers

The need to feel and experience that one is in control of one's own life are essential to one's mental health (Jain & Singh, 2015:20). Therefore, lecturers who use an

internal locus of control should be able to manage their lived experiences of aggression on the campus meaningfully and purposefully as the authors of their own professional lives. Using an internal locus of control poses beneficial for the mental health of lecturers in changing how they 'perceive' experiences of aggression; the way in which they allow aggression to affect their lives on the campus (Basak & Ghosh, 2011:1200-1206). Lecturers should be given some quiet time to do deep and honest reflection before closing this session and moving on to the next session.

In closing Session Four, the psycho-educator should encourage lecturers to recognise and identify themselves in the serenity prayer written by American theologian – Reinhold Niebuhr (1892-1971):

*“Grant me the serenity to accept the things I cannot change...
The courage to change what I can...
And the wisdom to know the difference...”*

5.3.3 Phase Three: Termination Phase – Final phase assessment and evaluation of the psycho-educational programme as well as ending relationships

This final phase is an opportunity to end relationships and experiences in an intentional, meaningful way. Lecturers will be asked to assess, comment and evaluate the psycho-educational programme. Strengths and weaknesses can be discussed as a way forward. Ending the group and saying goodbye can prepare the way for another structure, such as a support-group where lecturers can develop interpersonal skills and are free to keep in contact to motivate each other.

5.3.3.1 Session Five: Assessment and evaluation of the psycho-educational programme as lecturers say goodbye

This session is conducted in two different activities to achieve the final outcome of the psycho-educational programme.

(a) Assessment, evaluation and benefits for lecturers

During this session, the lecturers will be asked to assess and evaluate the psycho-educational programme. The objectives and goals that were set during Phase One will be reviewed and reflected on. Lecturers will be invited to willingly share whether they found the psycho-educational programme beneficial or not. Lecturers will be asked to elaborate on what they found most helpful and how they will implement their new knowledge and skills by using an internal locus of control in their professional lives as a way forward. In the words of Johnson (2014:525), “What has been most helpful to you about the group?”

The psycho-educator will hand out clean papers to the lecturers for feedback purposes. The psycho-educator will lead and guide lecturers via an open question: “How did you experience this psycho-educational programme?” Lecturers will be invited to think and reflect on how the programme could impact on their personal view about their lived experiences of aggression. Are lecturers now in a position to manage their aggression by using an internal locus of control? Are lecturers able to make responsible choices? Are lecturers able to attach meaning and purpose to their lived experiences of aggression? Are lecturers equipped to effect personal adjustments in order to move forward and act professionally in their professional lives?

The psycho-educator will be open to discuss the strengths and weaknesses of the programme in an honest way. Lecturers ought to know that they always have a choice whether to use an internal locus of control. Some lecturers may choose not to use it, even though they attended and worked through the psycho-educational programme.

Towards the end of this session, lecturers will be invited to write a short paragraph that relates to their personal vision, outcomes, perceptions and experiences that they wanted to achieve by using an internal locus of control. Some lecturers may suggest that they are in the process of mastering and cultivating the use of an internal locus of control, to manage their experiences of aggression. Some lecturers may express that they still need support in developing and using an internal locus of control.

Lecturers will have quiet time to reflect and write an essay about their experiences as a way to assess the value of the psycho-educational programme. The psycho-educator will respect the lecturers' time and no interruptions will be allowed while lecturers think and respond with openness, honesty and clarity.

The purpose of the evaluation is to ascertain whether the psycho-educational programme has had an effect on the lecturers and their power of choice to use an internal locus of control. The assessment and evaluation of the psycho-educational programme are aimed at ensuring continuous growth and development since the psycho-educator will study the evaluation input from lecturers and may adapt the programme accordingly for future use. The psycho-educator will do her best to iron out issues from the psycho-educational programme in order to streamline it, making it more functional and user-friendly for lecturers to engage with it and give input. Lecturers should be able to sincerely reflect and ponder on their lived experiences of aggression, knowing that there is a way forward when using their 'power of choice', as highlighted during the psycho-educational programme.

(b) Termination and saying goodbye

By ending relationships and saying goodbye to each other, the lecturers may choose to take turns in sharing their positive and negative experiences, as well as future expectations within the group discussions. As individuals, the lecturers are invited and encouraged to take responsibility for their choices when using an internal locus of control. Lecturers will not be forced to take part or share in any activity, and their choices will be respected and honoured during the termination phase (Johnson, 2014:526-528).

The psycho-educator and the lecturers will say goodbye, wishing each other well with the intention to keep in touch and be informed with regards to new developments.

(c) Lecturers equipped with knowledge and skills about using an internal locus of control

Lecturers using an internal locus of control should be in a position to manage their lived experiences of aggression for the benefit of their own mental health. The knowledge and skills that lecturers have gained ought to support them in performing more professionally in their educational environment.

5.4 GUIDELINES TO IMPLEMENT THE PSYCHO-EDUCATIONAL PROGRAMME

Guidelines to implement the psycho-educational programme need to be outlined and discussed in order to assist the psycho-educator on the way forward. Gladding (2015:497) defines a 'group' as a collection of two or more individuals who meet for face-to-face time and interaction. The purpose is to achieve goals of mutual interest and benefit as proposed and accepted by the group. One of the main goals for the group is to create opportunities for themselves to increase their knowledge and skills, enabling them to make and accomplish their choices. The expected outcomes of groups remain the mastering of new insights and skills in order to be able to manage their lived experiences (Van den Berg, 2018:166).

The following guidelines are proposed for the implementation process of the psycho-educational programme, unfolding in three phases.

5.4.1 The relationship phase

At the start of the first phase for the psycho-educational programme, the psycho-educator will welcome the lecturers to Session One and introduce the programme that is going to be followed. The psycho-educator indicates that the programme should be flexible to make provision for the individual needs of lecturers, as well as the needs of the group.

5.4.1.1 Session One – Establishing relationships

During Session One, at the start of the psycho-educational programme, the following two objectives need to be achieved to establish relationships.

(a) Objectives for Session One

- **Session One a)** Do *groundwork* in starting relationships:

During Session One, the psycho-educator intends to do the groundwork and lay the foundation for the psycho-educational programme that is to follow. The psycho-educator will lead the way by welcoming and greeting all lecturers who are present and may share some relevant, personal and professional-academic background with the lecturers. The psycho-educator and the lecturers get to know each other in the group by introducing themselves.

- **Session One b)** Present an *orientation* about the group processes for the psycho-educational programme:

The psycho-educator will orientate the lecturers with regards to the group process and guidelines to follow. Group discussions will be encouraged about goals and objectives to achieve in order to sustain group cohesion.

(b) Actions and activities during Session One

The psycho-educator and the lecturers will be encouraged to start relationships by engaging in the following actions and activities during Session One.

- Acquainting lecturers by getting to know each other.
- Orientation to the group process and establishing group guidelines and rules in order to show mutual respect and trust to each other.

- Discussion of goals (long term) and objectives (short term) which should be realistic for lecturers to achieve.
- Encouraging group cohesion with support from the psycho-educator.

The psycho-educator will do a short welcome and introduction, and share some relevant background information with the group. Lecturers will have the opportunity to introduce themselves, their relevant backgrounds and their interest in attending this programme. Lecturers are invited to talk about the expectations they have and they will be thanked for availing themselves for this programme. The goals and objectives that lecturers want to achieve should be realistic and it will be discussed in detail. Group cohesion will be encouraged as lecturers agree to respect and honour the psycho-educator and each other. The psycho-educator will emphasise the shared experiences of aggression that lecturers have as being the reason for them to attend the psycho-educational programme.

5.4.2 The working phase

This is the main phase and consists of three sessions where the psycho-educator will work closely with the lecturers. The intention of the psycho-educator is to proceed to the process activation and illumination in order to develop active participation and insight from the lecturers as far as possible during the working phase. During this hard-working and intense phase, lecturers will be encouraged to stay focused and keep up with the process.

5.4.2.1 Session Two – Process activation and illumination

The objectives to achieve during Session Two are discussed in detail in the following section.

(a) Objectives for Session Two

- Start with the process activation and illumination when lecturers discuss their choice to use an external locus of control to manage external sources of aggression.
- Ask lecturers who are willing to share their stories about using an external locus of control, to do so.
- Address and discuss the emotional concerns surrounding the lived experiences of lecturers choosing to use an external locus of control.

(b) Actions and activities during Session Two

The psycho-educator will activate and discuss the use of an external locus of control in an orderly way by inviting the lecturers to share in the following actions and activities:

- The psycho-educator needs to ensure the safety and stabilisation of the group for the benefit of all members.
- Lecturers will be invited to willingly address and discuss their emotional perceptions and concerns about their lived experiences of aggression when using an external locus of control.
- Lecturers are afforded the opportunity to openly share and discuss their own stories about their lived experiences of aggression.

The psycho-educator will guide and lead the discussion about an external locus of control when lecturers choose to share their stories about their lived experiences of aggression on the campus. Lecturers will be invited to speak openly about their emotional experiences and concerns. The psycho-educator will encourage empathetic understanding from the group members. The confidentiality of lecturers will be protected and honoured as far as possible during the unfolding of the illumination process.

5.4.2.2 Session Three – Activation and facilitation to develop an internal locus of control

Activation continues with the active participation and involvement of lecturers to develop and use an internal locus of control in managing their lived experiences of aggression. The freedom to make responsible choices remain with the lecturers. The following objectives are key in the development and use of an internal locus of control.

(a) Objectives for Session Three

- Develop an internal locus of control as opposed to an external locus of control.
- Use an internal locus of control by discussing the benefits of choosing to use an internal locus of control.
- Attach meaning and purpose to experiences of aggression on the campus.
- Build and grow positive self-esteem.

(b) Actions and activities during Session Three

The psycho-educator will inspire lecturers to gain insight about the development and the choice to use an internal locus of control when faced with experiences of aggression on the campus.

- Facilitation will take place to develop and use an internal locus of control while lecturers are encouraged to ask questions. Question and answer sessions will be open and lecturers are free to participate.
- Benefits of using an internal locus of control will be discussed in detail with the lecturers.

- Meaning and purpose need to be attached to the experiences of aggression by lecturers, so that they can try to make sense of it.
- Building positive self-esteem should enable lecturers to manage their experiences of aggression by using an internal locus of control.

5.4.2.3 Session Four – Application and reflection

During Session Four, the application and reflection of the knowledge and skills that lecturers gained are important to assist lecturers in their decision-making process to choose either an external or an internal locus of control.

(a) Objectives for Phase Four

- Apply 'new' knowledge and skills that lecturers learnt during the psycho-educational programme in role-play activities.
- Assess the problem-solving skills that lecturers can implement when choosing to use an internal locus of control.
- Guide the reflection process and introspection for lecturers to determine how they can improve, where they went wrong and why did they go wrong when using an internal locus of control.
- Support lecturers to keep mastering and cultivating the use of an internal locus of control by focusing on their power of choice.

(b) Actions and activities during Phase Four

Lecturers are encouraged to apply their 'new' knowledge and skills in order to engage in role-play and problem-solving skills during Phase Four.

- Application of 'new' knowledge and skills via role-play.
- Reflection by lecturers using problem-solving skills and introspection. Open discussions to determine how they can improve in managing their experiences of aggression by using an internal locus of control. Lecturers are free to assist other lecturers in the group.
- The psycho-educator will support lecturers to continue mastering the use of an internal locus of control.

Lecturers should be able to manage their lived experiences of aggression on the campus by using an internal locus of control. The psycho-educator will guide and support lecturers to choose to perform more professionally in their educational environment. However, the psycho-educator recognises, acknowledges and respects that lecturers have a free will to choose their own locus of control (Basak & Ghosh, 2011:1200; Jain & Singh, 2015:16-21; Tas & Iskender, 2017:23).

5.4.3 The termination phase

During this final phase of the psycho-educational programme, the psycho-educator will work with the intent to ensure containment and closure within the group of lecturers. The psycho-educator may invite lecturers to share their final observations and awareness before the activities are concluded. The lecturers will have the opportunity to reflect on the process and say goodbye.

The psycho-educator can propose a way forward for lecturers should it be evident that some lecturers need more individual time and attention due to visible emotional distress. Follow-up sessions may be discussed and scheduled if there is mutual agreement between the lecturers and the psycho-educator. Meaningful further individual engagement may support lecturers in managing their lived experiences of aggression by mastering and cultivating the use of an internal locus of control.

5.4.3.1 Session Five – Assessment and saying goodbye

Lecturers will have an opportunity to share some closing remarks. Lecturers will be invited to write an essay about their experiences during the psycho-educational programme.

(a) Objectives for Session Five

- Assess the psycho-educational programme.
- Write an essay to share one's experiences.
- Intentionally close the session by giving lecturers time to say goodbye.

(b) Actions and activities during Phase Five

Lecturers will be guided during this closing phase to be involved in the following actions and activities to ensure they reach some closure.

- Lecturers are invited to assess the psycho-educational programme by writing an essay.
- Last closing remarks about benefits for lecturers in gaining skills and support from the psycho-educator during the process. Lecturers are free to choose to develop and use an internal locus of control.
- Termination of relationships happen when the psycho-educator and the lecturers say goodbye and wish each other well.

By active participation and involvement in the activities of the psycho-educational programme, the lecturers receive knowledge and skills on using an internal locus of control. This may result in lecturers being able to manage their experiences of

aggression for the benefit of their own mental health. Lecturers are encouraged to perform more professionally in their educational environment.

The five sessions form the guidelines which are important for the implementation of the psycho-educational programme. This programme will not be implemented for this study due to academic constraints. However, the researcher remains of the opinion that this psycho-educational programme has the potential to support and equip lecturers to manage their lived experiences of aggression by using an internal locus of control. Lecturers should realise that it is a process to develop, to use, to cultivate and master an internal locus of control, until it becomes part of one's life as a default action. Lecturers ought to be able to choose to implement the knowledge and skills as proposed by the psycho-educational programme in order to manage their aggression and to conduct themselves more professionally in their educational environment (Tas & Iskender, 2017:28).

5.5 CONCLUSION

The researcher gave an exposition and description of the psycho-educational programme to facilitate the development and use of an internal locus of control for lecturers to manage their experiences of aggression in this chapter. The psycho-educational programme is envisaged to meet the needs of lecturers in such a way that they will be able to act in a more professional way on the campus of a TVET college.

In the words of Victor Frankl (1946:139-140):

“I speak of a tragic optimism, that is, an optimism in the face of tragedy and in view of the human potential which at its best always allows for:

- *turning suffering into a human achievement and accomplishment*
- *deriving from guilt the opportunity to change oneself for the better and*
- *deriving from life's transitoriness an incentive to take responsible action”*

Chapter Six follows, where the researcher will discuss the conclusions, recommendations and limitations of this study. The researcher will also address the unique contribution of this study.



CHAPTER SIX

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS OF THIS RESEARCH STUDY

6.1 INTRODUCTION

The researcher gave an introduction and overview of this study in Chapter One. The research design and research method were described in Chapter Two. The researcher followed a qualitative, exploratory, descriptive and contextual research design. The data gathered from the individual, in-depth, phenomenological interviews about the lecturers' experiences of aggression were analysed, and three themes were identified and described in Chapter Three. A literature control was conducted to ensure and support the relevancy and trustworthiness of the data analysis for this study. Chapter Four entailed the development and description of the conceptual framework to facilitate the lecturers' development and choice in using an internal locus of control, to manage their lived experiences of aggression. In Chapter Five, the focus was on the development and description of the psycho-educational programme. The guidelines for the three phases of the programme were described and discussed to ensure that the outcomes of the psycho-educational programme will be achieved.

In this chapter, the conclusions, limitations, recommendations and the unique contribution of this study are discussed. Recommendations are made with regards to this study and the psycho-educational programme which was developed to facilitate the development and the use of an internal locus of control among lecturers. Lecturers who choose to use an internal locus of control may be able to better manage their experiences of aggression on the campus of a TVET college and perform more professionally in their educational environment on the campus. Recommendations from this research study are aimed at educational theory and practices, educational institutions, and the educational research practice in South Africa. The following sections describe the findings of this study in detail.

6.2 CONCLUSIONS

The researcher became aware of experiences of aggression between top college management, campus management, lecturers and students on the campus of a TVET college. Being in an educational environment herself, the researcher observed, noted and asked questions about the phenomenon of aggression between colleagues as professional people, who are role models to students and communities.

The following two questions were raised by the researcher, as noted in Chapter One:

- *How do lecturers experience aggression on the campus of a Technical Vocational Education and Training (TVET) College?*
- *What can be done to facilitate lecturers to manage their experiences of aggression at a Technical Vocational Education and Training (TVET) College, for the benefit of their own mental health?*

These concerns and questions assisted the researcher in identifying the purpose and objectives for this study as described next.

The *purpose* of this study was to obtain an understanding of the lived experiences of aggression from lecturers on the campus of a TVET college. The results were utilised to develop a conceptual framework leading to the development of a psycho-educational programme, facilitating lecturers to manage their lived experiences of aggression, by using an internal locus of control, for the benefit of their own mental health. The researcher identified the following three objectives for this study:

Objective one

- To explore and describe the lived experiences of aggression from lecturers on the campus of a Technical Vocational Education and Training (TVET) college

Objective two

- To develop and describe a conceptual framework to facilitate lecturers to manage their lived experiences of aggression on the campus of a Technical Vocational Education and Training (TVET) college

Objective three

- To develop a psycho-educational programme to facilitate lecturers to manage their lived experiences of aggression for the benefit of their own mental health, on the campus of a Technical Vocational Education and Training (TVET) college. The researcher developed guidelines for the implementation of the psycho-educational programme

Based on the three objectives, the researcher followed a research method divided into the following three phases:

- *Phase One* – The situation analysis about the phenomenon of aggression and the lived experiences of aggression from lecturers on the campus of a TVET college
- *Phase Two* – The development of the conceptual framework to form the theoretical basis for the psycho-educational programme
- *Phase Three* – The development of a psycho-educational programme to facilitate the development and use of an internal locus of control for lecturers to manage their lived experiences of aggression, for the benefit of their own mental health

An interpretive phenomenological approach was used to focus on the lived experiences of aggression from lecturers on the campus. A conceptual framework was developed to indicate all relevant and related concepts for this study, culminating in the development of a psycho-educational programme to facilitate lecturers to manage their lived experiences of aggression by choosing to use an internal locus of control.

Implementation guidelines for the psycho-educational programme were developed and discussed in Chapter Five.

The following information is regarded as important in understanding the unfolding of the research process within the following three phases.

6.2.1 Phase One: Situation analysis of the lived experiences of aggression from lecturers on the campus of a TVET college

The situation analysis was conducted to explore and describe the lived experiences of aggression from lecturers on the campus of a TVET college. The research process entailed phenomenological, in-depth, individual interviews that were conducted with lecturers, who gave consent that their interviews may be audio-recorded while sharing their experiences of aggression on the campus.

The researcher posed the following open-ended research question to the lecturers during the interviews:

“How do you experience aggression on this campus of this TVET college?”

The data analysis that was conducted indicated three main themes emerging from the research findings for this study, namely:

Theme one:

- Lecturers experienced aggression as a flow of disrespect and a breakdown of communication at all levels in the college

Theme two:

- Lecturers experienced aggression and frustration with the unfairness and favouritism demonstrated in terms of workloads and benefits to some departments and lecturers

Theme three:

- Lecturers experienced aggression as disturbing in the workplace, which is supposed to be a professional environment in the context of education

The thematic analysis was supported by literature control in Chapter Three to ensure that the requirements for empirical research were adhered to. It was evident from the findings that lecturers experienced aggression when they chose to use an external locus of control to manage their experiences of aggression. Lecturers experienced that they were powerless, left to the fate of others and that situations on the campus seemed hopeless, difficult and challenging (Poggenpoel & Myburgh, 2007:161-166; Hardy, 2016:3). Phase Two of this study unfolded with the development of a conceptual framework to encapsulate the central concepts.

6.2.2 Phase Two: The development of a conceptual framework to facilitate the development and the using of an internal locus of control for lecturers to manage their lived experiences of aggression

The central concept that the researcher identified from Phase One, was that lecturers needed to develop and should be encouraged to choose an internal locus of control to manage their lived experiences of aggression (Poggenpoel & Myburgh, 2007:161-166; Hardy, 2016:3). During Phase Two of this study, the researcher proceeded with the development of a conceptual framework in Chapter Four.

A comprehensive description of the conceptual framework was evident in the three phases of the facilitation process that were identified, such as the relationship phase, the working phase, and the termination phase. The researcher described the facilitation of the development and use of an internal locus of control. The benefits of an internal locus of control were discussed in detail. Choosing to master the use of an internal locus of control is beneficial for the lecturers' own mental health and it may support lecturers in performing more professionally on the campus (Basak & Gosh, 2011:1206).

6.2.3 Phase Three: The development of a psycho-educational programme to facilitate the development and using of an internal locus of control for lecturers to manage their lived experiences of aggression

The psycho-educational programme was developed and described in Chapter Five. Guidelines for the implementation of the psycho-educational programme were proposed and discussed in three phases. The psycho-educational programme made provision for lecturers to be actively involved by sharing their stories and lived experiences of aggression during the *relationship phase*. The *working phase* of the psycho-educational programme aimed to develop an internal locus of control for lecturers to manage their lived experiences of aggression via activities and actions. Lecturers were encouraged to choose to cultivate and master an internal locus of control as their power of choice. Lecturers were invited to attach meaning and purpose to their experiences of aggression for the benefit of their own mental health. The researcher acknowledges that lecturers with an external locus of control, who believe that their fate is under the control of outside forces, act in ways that confirm their beliefs, sometimes with 'learnt helplessness'. Lecturers who know that they can do things to make their life better, act in ways to confirm their beliefs of relatively being in control of their perceptions and the way they 'look-at-life' (McKay & McKay, 2010:n.p.). The *termination phase* focused on saying goodbye, leaving lecturers with a choice on how to react and respond to their circumstances of aggression on the campus as implied by Victor Frankl (1946:74-76); Covey (2014:79-81) and Hardy (2016:3):

Between stimulus and response there is a space.

In that space is our power to choose our response.

In our response lies our growth and our freedom.

6.3 LIMITATIONS

The researcher planned and intended to make a contribution with this study from the beginning. Limitations are an integral part of social research and although this study was carefully planned, the researcher encountered some limitations and challenges.

The prevalent climate on the campuses of TVET colleges in South Africa posed diverse challenges to this study. During *Phase One* of this study, the researcher encountered *time limitations*. The researcher had to visit the identified campus several times to arrange and ensure that lecturers honoured their appointments for the interviews. Lecturers had to adhere to tight academic schedules due to large class sizes and high numbers of students. Heavy workloads implied that lecturers had limited time for the interviews because they were pressed to return to class. The researcher perceived that lecturers wanted to share more about their experiences of aggression, but time did not allow it. Some of the lecturers failed to honour the follow-up visits, and the researcher had to pursue many ways and means to keep in contact with lecturers through e-mail and by calling lecturers, to ensure that meetings were adhered to.

Phase Two posed challenges with regards to *limited literature* that was available to address lecturers' experiences of aggression at a college because this study was the first of its kind to be undertaken in South Africa. *Phase Three* envisaged the development and implementation of the psycho-educational programme. The *timing* to develop and to implement the psycho-educational programme became important. Protest actions by the National, Educational, Health and Allied Workers' Union (NEHAWU) as the largest public-sector union in the country and also a union for the lecturers, hampered the implementation of the psycho-educational programme. The protest actions from colleges country-wide to request better benefits for lecturers, created security challenges on all college campuses in South Africa. *Time constraints* halted the implementation of the psycho-educational programme on the campus.

The researcher intends to keep in close contact with the management and lecturers beyond the publication of this study, and would be eager to implement the psycho-educational programme when academic time allows and with the necessary approval and permission of all individuals involved.

6.4 RECOMMENDATIONS

Recommendations from this study are made based on the research findings and are directed at the education practice and profession of lecturers at a TVET college in

South Africa. The recommendations of this study might possibly be acknowledged by education at large as a wider possibility. Recommendations may include and reach the teaching profession and practice. The educational research practices in South Africa may take note of this study and further research might be ignited.

6.4.1 Recommendations for the education practice and the profession of lecturers at a TVET college

The objectives and goals that were set during Phase One of the psycho-educational programme ought to be reviewed and reflected on. It might be beneficial for lecturers to review and reflect on an individual pre-psycho-educational programme checklist whether they view themselves as focusing on an external or an internal locus of control. The lecturers ought to be guided by leading questions set by the psycho-educator in order to determine the benefit of such a checklist and their own use of locus of control. The pre-psycho-educational programme checklist will be utilised together with the personal paragraph that lecturers will be invited to write for the enhancement and refinement of this study. Based on both assessment methods, the effectiveness and impact of the psycho-educational programme ought to be evaluated and adapted for future use, for the benefit of lecturers' mental health.

Constructive management skills and stable management practices are aspired to in most educational environments (What is educational management? 2015:n.p.). Educational environments should not be different in their aspirations and should know that respect and communication are key role players in the way that lecturers experience aggression on the campus of a TVET college (Krahe, 2013:71-106).

Lecturers experienced that they wanted to be respected and they needed to be informed about what is happening on the campus. Open, honest and diverse communication seemed important for lecturers to voice their experiences of aggression (Ormrod, 2019:221-227). 'Relational' communication seems to be evident for lecturers to know and understand what is happening on the campus and what is expected of them (Hauptfleisch & Rheeder, 2017:13). Lecturers experienced that they wanted to be role players on the campus and be recognised as such (Myburgh, et al.

2017:390). Fairness and equal workloads should be considered for lecturers in the way that tasks are assigned to them (Majoni, 2017:157).

Lecturers experienced that students were not completely committed to their studies. Students were looking for reasons not to attend classes and posed various reasons for not attending. Students were slow in handing in assignments and writing tests. Aggressive behaviour from lecturers had the unintended effect of deterring students from taking responsibility for themselves and others (Roache & Lewis, 2011:132-146). Lecturers who choose to master and use an internal locus of control may set the trend and motivate students to attend their classes regularly. Lecturers may become role models to students by using their internal locus of control to inspire students to take responsibility for their own learning (Basak & Ghosh, 2011:1203; Tas & Iskender, 2017:23). "It seems that lecturers may be unaware of how much they potentially influence the behaviour of their students" (Roache & Lewis, 2011:132-146).

Lecturers should be able to focus on cultivating and mastering the use of an internal locus of control to manage their experiences of aggression for the benefit of their own mental health. Positive mental health significantly reflected on lecturers who use an internal locus of control, believing that external factors can be managed to the extent of making responsible choices (Bavojdan, et al. 2011:111-118). Lecturers who choose to master and use an internal locus of control should experience that their actions influence daily events in their life and they should be encouraged to take responsibility for events in their life. Internal locus of control is perceived as an internal compass that can show lecturers direction and give them control in their professional lives (Basak & Ghosh, 2011:1206). Lecturers have the ability to choose, no matter how dimmed or defeated they feel by their external educational environment (Frankl, 1946:140; Hardy, 2016:2).

Lecturers experienced the need to perform more professionally and were therefore encouraged to manage their experiences of aggression in a more professional way. The professional conduct of lecturers should be emphasised according to the ethical and moral principles and policies from the Constitution of the Education Labour Relations Council (ELRC) in South Africa. Lecturers are perceived as professional role

models and should adhere to professional and ethical codes of behaviour and conduct as far as possible in their professional lives.

A fair, nurturing educational environment that is conducive to teaching and learning should be created and be evident on the campus of a TVET college. Open-door policies with open, honest discussions between management and lecturers should be able to resolve or limit the experiences of aggression for lecturers in a way to pre-empt a conflict situation and manage it accordingly (Myburgh, et al. 2017:392).

Training workshops based on the psycho-educational programme of this study, should motivate and inspire lecturers to take responsibility by using an internal locus of control. Training workshops should be accessible for lecturers to attend, even after-hours or over weekends. Lecturers can gain more knowledge and skills about using an internal locus of control which may lead them to have more understanding and insight about their lived experiences of aggression.

6.4.2 Recommendations for education and educational practices in South Africa

Recommendations and limitations are part of educational research (Creswell, 2013:274). Transformation in education pose challenges to education and educational practices in South Africa (Myburgh, et al. 2019:1). Educators who experienced aggression should be encouraged to develop, use, cultivate and master an internal locus of control as outlined in the psycho-educational programme of this study, in managing their experiences of aggression. Educators should know that they have a choice to either use an internal or an external locus of control to manage their experiences of aggression in an educational environment (Basak & Ghosh, 2011:1206). Educators can aspire to behave in a more professional way and should be aware that their mental health is key to performing their educational duties (Jain & Singh, 2015:16-21).

Based on the three eminent themes as identified in Chapter Three, education and the education practices in South Africa may benefit from the findings of this study in the following ways:

- Theme One: *Experienced aggression* as disrespect and a breakdown of communication – Show respect to an educator and encourage open communication.
- Theme Two: *Experienced aggression* due to unfair workloads and favouritism to some – Plan equal workloads for staff and refrain from unfair practices as far as possible. Treat all staff members equally.
- Theme Three: *Experienced aggression* due to a lack of professionalism – Inspire and strive towards a professional educational environment with a positive culture of teaching and learning, to the best interest of all stakeholders.

6.4.3 Recommendations for educational research practice in South Africa

The results of the thematic analysis of the data derived from Phase One in this study are evident and rich in information to support the lived experiences of aggression by lecturers at a TVET college. Since this study was only conducted at one campus of a TVET college, it implies that further research may be conducted within this particular field at other campuses of other TVET colleges in South Africa. This can be done with the purpose of exploring and describing the lived experiences of aggression from other lecturers.

This psycho-educational programme was developed to facilitate the development and the use of an internal locus of control for lecturers to manage their experiences of aggression for the benefit of their own mental health. This psycho-educational programme may be further developed and expanded to fulfil the needs of lecturers, with regards to knowledge, skills and attitudes towards aggression in education.

Since the researcher did not implement the psycho-educational programme to monitor its influence and impact, another psycho-educator might be in a position to implement and assess this psycho-educational programme, but only after the publication of this research.

6.5 UNIQUE CONTRIBUTION OF THIS STUDY

Research about aggression in education has been conducted on university level in the Department of Higher Education in South Africa (Toerien, 2014:14-19). However, there was no evidence of research on the experiences of aggression from lecturers that related to the teaching and learning environment of a TVET college in South Africa. This inspired the researcher to bridge the gap with this study by being the first to describe the lived experiences of aggression from lecturers in the educational environment of a TVET college. The researcher endeavoured to develop a conceptual framework and psycho-educational programme as a unique contribution of this study.

The following contributions have been made:

- The situation analysis explored, observed and described the lived experiences of aggression from lecturers on the campus of a TVET college.
- The development of a conceptual framework based on the findings and data analysis about the lived experiences of aggression from lecturers.
- The development of a psycho-educational programme to facilitate the development and the use of an internal locus of control for lecturers to manage their experiences of aggression. The researcher developed implementation guidelines for the psycho-educational programme.

Therefore, the unique contribution of this study in the South African context was the development of the conceptual framework and the psycho-educational programme.

6.6 FINAL CONCLUSION

The researcher aimed to gain insight and an understanding about the lived experiences of aggression from lecturers on the campus of a TVET college. It was the researcher's intention to develop a psycho-educational programme by means of the application of processed and analysed data. A conceptual framework was developed

to form the basis of the psycho-educational programme to facilitate the development and the use of an internal locus of control for lecturers to manage their experiences of aggression. It is envisaged that lecturers who actively participate and work through this psycho-educational programme would be placed in a position where they want to cultivate and master the use of an internal locus of control for the benefit of their own mental health.

The development and description of the psycho-educational programme is meant to encourage and adhere to the principles of 'being-a-whole-person'. Internally controlled lecturers should be able to use their 'power of choice' in managing their experiences of aggression. Using an internal locus of control can benefit the mental health of lecturers in a positive way and may assist them in creating a positive culture of teaching and learning on the campus.

In closing with the words of Victor Frankl (1946:75):

"And there were always choices to make. Every day, every hour, offered the opportunity to make a decision, a decision which determined whether you would or would not submit to those powers which threatened to rob you of your very self, your inner freedom; which determined whether or not you would become the plaything of circumstance..."

"...everything can be taken from a man but one thing: the last of the human freedoms – to choose one's attitude in any given set of circumstances, to choose one's own way."

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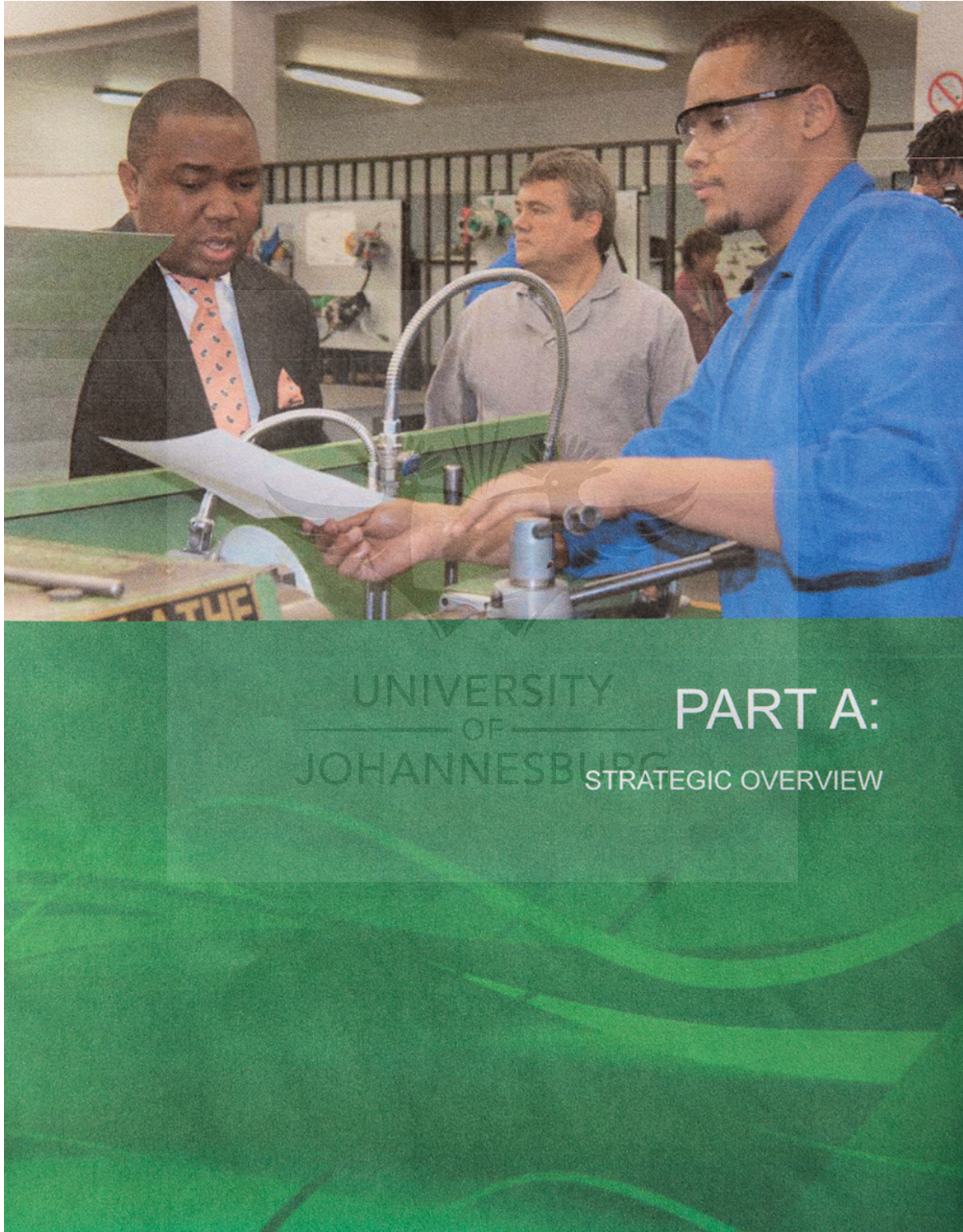
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ANNEXURE A: TVET STRATEGIC PLAN FOR 2015/2016 – 2019/2020
FOREWORD BY HONORABLE MINISTER B NZIMANDE MINISTER
OF HIGHER EDUCATION AND TRAINING



FOREWORD BY THE MINISTER OF HIGHER EDUCATION AND TRAINING



When the current administration came into effect in 2009, government had come to a realisation that confronting our developmental challenges would require a single integrated though diverse post-school education and training system that facilitates articulation between its different components. In addition, the entire system needed massive expansion and a radical improvement in the quality of education and training in order to contribute to the lives of individuals, the developmental needs of the economy and to the broader society. In particular, we must provide decent opportunities for over 3 million youth between the ages of 15 and 24 who cannot currently access either learning institutions or the labour market. The possibility of achieving these aims was enhanced enormously by the establishment of the Department of Higher Education and Training (DHET) in 2009.

In the first five years of its existence, the Minister of Higher Education and Training was mandated to coordinate Outcome 5 of Government's 14 performance outcomes, namely *"A skilled and capable workforce to support an inclusive growth path"*. During this period, important steps have been taken to shape the post-school education and training landscape. Currently, the DHET is responsible for Universities, Technical and Vocational Education and Training (TVET) colleges, Adult Learning Centres, the National Student Financial Aid Scheme, the Sector Education and Training Authorities (SETAs), the National Skills Fund (NSF) and various quality assurance and regulatory institutions. The DHET also provides secretariat services for the Human Resource Development Council of South Africa which is chaired by the Deputy President of the Republic.

Our endeavours will be informed by the White Paper for Post-School Education and Training that was released early in 2014. The White Paper has created a framework that defines the Department's focus and priorities, and enables it to shape its strategies and plans for the future. It empowers us to build a post-school education and training system that is able to contribute to eradicating the legacy of apartheid. Amongst other imperatives, the White Paper emphasises the crucial role of Technical and Vocational Education and sets out our strategies for transforming it further, defining its place in the post-school education and training system and ensuring that it becomes a path to a brighter future for its students and the country.

The Department of Higher Education and Training Strategic Plan: 2015 to 2020 is informed by the vision espoused in the National Development Plan, the 2014-2019 Medium Term Strategic Framework (MTSF) and the imperatives of the White Paper.

In the period covered by this Strategic Plan, the Department will:

- i) Develop and review legislative frameworks aimed at steering the post-school education and training system in line with the imperatives of the White Paper;
- ii) Strive to expand and improve the quality of post-school education and training by introducing appropriate teaching and learning support interventions for Universities and TVET Colleges, as well as artisan development;

STRATEGIC PLAN FOR 2015/16 - 2019/20

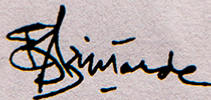
- iii) Establish, develop and expand a new institutional type – the Community Colleges – primarily to promote education and training opportunities for those young people who cannot access the universities or the TVET colleges;
- iv) Improve the capacity of the system through infrastructure development for technical and vocational education and training;
- v) Maintain good stakeholder relations in support of an effectual post-school education and training system;
- vi) Ensure good corporate governance including effectual resource management within the Department and its entities.

The critical areas of focus in the next five years for the Department are:

- i) To substantially expand access to education and training for youth and adults, regardless of whether they have completed school or not;
- ii) To improve the alignment between universities, TVET colleges, SETAs, the South African Qualifications Authority (SAQA) and quality councils in an effort to improve student and learner mobility across institutions and qualifications. The system must provide pathways for articulation between various qualifications to avoid dead-ends for students;
- iii) To expand the availability of opportunities for workplace training for students in colleges and universities and to expand other forms of workplace training such as learnerships and apprenticeships;
- iv) To ensure that our post-school education and training system prioritises funding of the marginalised, enabling them to access post-school institutions and fulfil dreams of careers thought to be unrealisable;
- v) To further develop post-graduate studies to ensure the expansion of the academic profession and the development of high level knowledge and skills;
- vi) To diversify provision based on open learning principles to improve learning opportunities across the post-school education and training sector by expanding and strengthening the post-school distance education landscape;
- vii) To integrate disability into the broader policy arena by introducing a nation policy to guide education and training institutions in the post-school domain; and
- viii) To integrate recognition of prior learning (RPL) into the post-school education and training system.

The goal of the National Development Plan is that by 2030 headcount enrolments should reach 1.6 million in public universities, 2.5 million in TVET colleges and 1.0 million in community colleges. The focal areas above are consistent with the sub-outcomes of government's Outcome 5 contained in the MTSF, which are geared towards the realization of these goals.

I am indeed confident that this Strategic Plan will guide us for the next five years with the Director-General, Mr GF Qonde, leading the Department in the implementation of this Strategic Plan.



DR BLADE NZIMANDE, MP
MINISTER OF HIGHER EDUCATION AND TRAINING

ANNEXURE B: ETHICAL CLEARANCE AND RESEARCH PERMISSION

NHREC Registration Number REC-110613-036



ETHICS CLEARANCE

Dear A Meiring

Ethical Clearance Number: 2016-096

Facilitation of educators to constructively manage aggression at a technical vocational education and training college

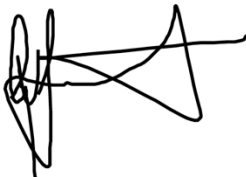
Ethical clearance for this study is granted subject to the following conditions:

- If there are major revisions to the research proposal based on recommendations from the Faculty Higher Degrees Committee, a new application for ethical clearance must be submitted.
- If the research question changes significantly so as to alter the nature of the study, it remains the duty of the student to submit a new application.
- It remains the student's responsibility to ensure that all ethical forms and documents related to the research are kept in a safe and secure facility and are available on demand.
- Please quote the reference number above in all future communications and documents.

The Faculty of Education Research Ethics Committee has decided to

- Grant ethical clearance for the proposed research.
- Provisionally grant ethical clearance for the proposed research
- Recommend revision and resubmission of the ethical clearance documents

Sincerely,



Prof Geoffrey Lautenbach

Chair: FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

22 November 2016

October 2016

To the Principal and Campus Manager

I Alta Meiring, would like to request permission to conduct a research project entitled “Facilitation of educators to manage their experiences of aggression at a Technical Vocational Education and Training College”. This is to comply for the requirements of my doctoral degree in Psychology of Education. The research study will be done under the supervision of Professor C P H Myburgh from the Department of Educational Psychology and Professor M Poggenpoel from the Department of Nursing Science, both professors from the University of Johannesburg.

The objectives of the study are:

1. To explore and describe the lived experiences of aggression from educators on the campus of a TVET College.
2. To develop and describe a conceptual framework to facilitate lecturers to manage their lived experiences of aggression at a TVET College.
3. To develop a psycho-educational programme to facilitate educators to manage their aggression for the benefit of their own mental health. Guidelines will be developed for the implementation of the psycho-educational programme.

On receiving your consent to conduct the research, phenomenological in-depth interviews will be scheduled with purposefully chosen lecturers on the identified campus. The duration of the interviews should be from 40 – 60 minutes where the lecturers will have the opportunity to share their lived experiences of aggression. Only one open ended question will be asked during the interview, namely: “How do you experience aggression on this campus of this college?”

The culture of teaching and learning will not be interrupted and classes should continue as per time table. The lecturers will be invited to complete informed consent forms to give permission that their interviews may be audio-taped. The researcher will adhere to ethical measures to protect the confidentiality of the lecturers and to keep them from any hurt or harm. I hope that this request will meet with your approval.

Kind regards

Alta Meiring

ANNEXURE C: CONSENT LETTER



DEPARTMENT OF EDUCATION

RESEARCH STUDY INFORMATION LETTER

20 OCTOBER 2016

Good Day

My name is Alta Meiring **I WOULD LIKE TO INVITE YOU TO PARTICIPATE** in a research study on the facilitation of aggression between educators at a Technical Vocational Education and Training College.

Before you decide on whether to participate, I would like to explain to you why the research is being done and what it will involve for you. **I will go through the information letter with you and answer any questions you have.** This should take about 10 to 20 minutes. The study is part of a research project being completed as a requirement for a doctoral Degree in Education through the University of Johannesburg.

THE PURPOSE OF THIS STUDY is to explore and describe the lived experiences of aggression between educators as colleagues.

Below, I have compiled a set of questions and answers that I believe will assist you in understanding the relevant details of participation in this research study. Please read through these. If you have any further questions I will be happy to answer them for you.

DO I HAVE TO TAKE PART? No, you don't have to. It is up to you to decide to participate in the study. I will describe the study and go through this information sheet. If you agree to take part, I will then ask you to sign a consent form.

WHAT EXACTLY WILL I BE EXPECTED TO DO IF I AGREE TO PARTICIPATE? One-on-one in depth phenomenological interviews will be conducted. It will last between 30-45 minutes. The interviews will be audio-taped and field notes will be taken. All data will be confidential and be kept safe under lock and key of authorised staff only. The interviews will be transcribed and the participants may request feedback at any time.

WHAT WILL HAPPEN IF I WANT TO WITHDRAW FROM THE STUDY? If you decide to participate, you are free to withdraw your consent at any time without giving a reason and without any consequences. If you wish to withdraw your consent, you must inform me as soon as possible.

IF I CHOOSE TO PARTICIPATE, WILL THERE BE ANY EXPENSES FOR ME, OR PAYMENT DUE TO ME:

Click [here](#) to enter the relevant information. If there is no expense or payment, a suggested entry is: “You will not be paid to participate in this study and you will not bear any expenses.”

RISKS INVOLVED IN PARTICIPATION: Possible psychological discomfort and participants will be referred to PsyCAD.

BENEFITS INVOLVED IN PARTICIPATION: A psycho-educational programme will be developed to support educators to constructively manage aggression. As a participant you may gain the guidance and the skills to manage your own daily aggression.

WILL MY PARTICIPATION IN THIS STUDY BE KEPT CONFIDENTIAL? Yes. Names on the questionnaire/data sheet will be removed once analysis starts. All data and back-ups thereof will be kept in password protected folders and/or locked away as applicable. Only I or my research supervisor will be authorised to use and/or disclose your anonymised information in connection with this research study. Any other person wishing to work with you anonymised information as part of the research process (e.g. an independent data coder) will be required to sign a confidentiality agreement before being allowed to do so.

OR

WILL MY TAKING PART IN THIS STUDY BE ANONYMOUS? Yes. Anonymous means that your personal details will not be recorded anywhere by me. As a result, it will not be possible for me or anyone else to identify your responses once these have been submitted.

WHAT WILL HAPPEN TO THE RESULTS OF THE RESEARCH STUDY? The results will be written into a research report that will be assessed. In some cases, results may also be published in a scientific journal. In either case, you will not be identifiable in any documents, reports or publications. You will be given access to the study results if you would like to see them, by contacting me.

WHO IS ORGANISING AND FUNDING THE STUDY? The study is being organised by me, under the guidance of my research supervisor at the Department of Education [Click here to enter your Department name](#).in the University of Johannesburg. [Click here to enter details about funding of the study](#). If there are none, a suggested entry is: "This study has not received any funding."

WHO HAS REVIEWED AND APPROVED THIS STUDY? Before this study was allowed to start, it was reviewed in order to protect your interests. This review was done first by the Department of Education, and then secondly by the Faculty of Health Sciences Research Ethics Committee at the University of Johannesburg. In both cases, the study was approved.

WHAT IF THERE IS A PROBLEM? If you have any concerns or complaints about this research study, its procedures or risks and benefits, you should ask me. You should contact me at any time if you feel you have any concerns about being a part of this study. My contact details are:

ALTA MEIRING

Contact No: 082 767 7832

alta.m@vodamail.co.za / meiringa@swgc.co.za

You may also contact my research supervisor:

Prof Chris Myburgh

chrism@uj.ac.za

If you feel that any questions or complaints regarding your participation in this study have not been dealt with adequately, you may contact the Chairperson of the Faculty of Health Sciences Research Ethics Committee at the University of Johannesburg:

Prof. Marie Poggenpoel

Tel: 011 559-6686

Email: mariep@uj.ac.za

FURTHER INFORMATION AND CONTACT DETAILS: Should you wish to have more specific information about this research project information, have any questions, concerns or complaints about this research study, its procedures, risks and benefits, you should communicate with me using any of the contact details given above.

Researcher:

Alta Meiring

<Signature>





UNIVERSITY
OF
JOHANNESBURG

DEPARTMENT OF EDUCATION

RESEARCH CONSENT FORM

**FACILITATION OF EDUCATORS TO MANAGE AGGRESSION AT A TECHNICAL VOCATIONAL EDUCATION
AND TRAINING COLLEGE**

Please initial each box below:

I confirm that I have read and understand the information letter dated 20 October 2016 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

I understand that my participation is voluntary and that I am free to withdraw from this study at any time without giving any reason and without any consequences to me.

I agree to take part in the above study.

Name of Participant

Signature of Participant

Date

ALTA MEIRING

20 October 2016

Name of Researcher

Signature of Researcher

Date



UNIVERSITY
OF
JOHANNESBURG

DEPARTMENT OF EDUCATION

RESEARCH CONSENT FORM OR INTERVIEWS TO BE AUDIO-TAPED

FACILITATION OF EDUCATORS TO MANAGE AGGRESSION AT A TECHNICAL VOCATIONAL EDUCATION
AND TRAINING COLLEGE

Please initial each box below:

I hereby give consent for my interview, conducted as part of the above study, to be audio-taped.

I understand that my personal details and identifying data will be changed in order to protect my identity. The audio tapes used for recording my interview will be destroyed two years after publication of the research.

I have read this consent form and have been given the opportunity to ask questions.

Name of Participant

Signature of Participant

Date

ALTA MEIRING

20 October 2016

Name of Researcher

Signature of Researcher

Date

ANNEXURE D: TRANSCRIBED INTERVIEW FROM PARTICIPANT 4

NAME OF AUDIO : **PARTICIPANT 4**
DATE OF AUDIO :
LENGTH OF AUDIO : **42:00**
TRANSCRIBER NAME : **CYBER TRANSCRIPTION**
TRANSCRIPTION LEGEND : **RESEARCHER R**
: **INTERVIEWEE I**

R Okay, there we go. Good day, colleague, thank you so much for availing yourself um to be part of this research project. The question that I would like to ask you today is how is aggression - your experiences of aggression on this campus?

I Ja, my experience of aggression in this campus is due to various factors. Like now, the learners' conduct, the way they conduct themselves. You give them assessments, they don't complete assessments. Can you imagine if you're determined um for the good results, that they ultimately pass. Now they bunk class, they don't avail themselves in classes. You ask them why don't they come, no valid reason for not availing themselves to class. Now as a determined lecturer, you feel that, you know, at times, as if, you know, you're not um fine with that. At times, you act a bit aggressive to them in that they don't, you know, submit a valid reason to you as to why they're not availing themselves to class, why they're not doing their job properly.

Um another uh reason, like I said, the one of them not being determined towards their school work. One other thing um mam' is now, the reluctance um on the part of the management at times, you make submissions, you've got certain things which you're not fine with. You submit them to the management but at times, you see them being reluctant in getting the solutions to those particular problems that you submitted to them. Now at times, it hits back with you acting aggressively at times. At times, I used to see, I know with me, I'm not that aggressive per se but now at times, it does happen as a human being, but you see some of the colleagues who sometimes act, you know, very aggressive. At times, even the thing of say let me respect my senior, I'm the subordinate, it just vanishes from their minds. They just act aggressively due to the reluctance of the management to act on certain issues.

R Thank you so much for sharing that, sir. Can I ask you can you maybe share an incident that you've observed where there was disrespect towards colleagues or people?

I Yes, uh a number of incidents whereby, you know, we have maybe staff meetings. We see people acting out of proportion, you know, um acting the way it's uncalled for. I understand as professionals, we can become aggressive but we don't need to forget that we're professionals, you know. Yes, we can be angry at times, but now [chuckles] we mustn't forget that we're role models to other people. Now when we do things, we must act within um certain, you know, we must still not forget that this is my senior. A professional acts within certain boundaries. Say even if I'm angry, I must still, you know, respect my senior as a subordinate. Not to say I'm afraid of him or her, but as the ethics within the particular profession, we must respect each other, not necessarily that I'm afraid of her, you understand. But now in this campus, I'm talking about this campus because [chuckles] I'm working here, there are several incidents whereby, you know, people at times, they act very aggressively to the extent that one just even points fingers at the senior because that senior said something which um the junior is not um, you know, fine with.

Now to me, I understand people can become aggressive but it is inappropriate to act in such a way, but I've seen a number of incidents in this campus whereby this particular subordinate points a finger to the senior, points a finger to the campus manager. Now uh recently, there was an incident whereby um we had a meeting but one of the lecturers had to walk out of the meeting. [Chuckles] I'm sorry, the other lecturer had to follow that particular um colleague as if he's going to fight her, you know. Now people, that's why like I said, mam' we need to act within a certain scope of ethics. Let's not forget that even if we're angry, despite that you are being angered, we are being now tempted to act in that particular aggressive way, but the fact that we are professionals, there's a code of conduct. We must not forget, we must act within a certain um scope of ethics.

R Thank you for sharing that, colleague. Can I just uh refer back to that incident where you observed that the colleague walked away out of the meeting, I presume. Then um was there shouting involved as well and did they actually get even more aggressive? Or how did they resolve the issue then, what happened and how did they resolve the issue?

I Um not as such, mam'. I remember the campus manager used to say a person who did that, acted that aggressively. The following morning, he said that particular mam' must apologise. Like I said, we act within a certain scope of ethics. What made me happy, that particular mam'

apologised unconditionally, she apologised. Now that's to say at times, we are tempted, you know, to act in that particular fashion but let's not forget, in a way, we must learn how to manage our anger. We must learn how to manage it. We're normal beings. We, at times you know, are bound by certain things, we come across a lot of things but now let's not forget that we're professionals. It's a code of conduct, you must know how to submit whatever you have in your mind. If you've got a certain discontent, how do you then submit it to the relevant people.

Even though there should be a certain way of showing that I'm not um content with what the other person did, but not that excessive aggressiveness because now, we act out of um professional because like I said mam', what I saw, what if that particular colleague who walked out and stop and exchanging words, you know, the one who followed was maybe going to be tempted to even assault [chuckles] the colleague. Now can you see that, now I was talking of acting out of profession. Now acting as professionals, that's what matters most to say most of us, if you check um, you can say 50% of um colleagues, you know, in our profession, at times, when they're angry, they forget who they are. They forget this code of conduct, that we need to act in this fashion even though you're angry. Uh like we are parents, that's the way when we deal with our students, you know. Um when we deal with our student, we must not forget that at home, these parents, they've got this particular um obligation of taking care of their kids, but whenever they transferred them to us here at school, they transfer the caring duty now to us.

Now we've got a legal obligation. In Law, it's called '*diligens paterfamilias*,' that you're now being given the duty of taking care of these people in the absence of the parents at home. Now that taking care, the caring duties are transferred to us. Now on our side, it's the legal duty um of the lecturers here. Now we're talking within the concept of um school as a legal person there.

R Yes, I understand what you say.

I Now we don't forget, I would say even if you're angry, don't act that extremely aggressive towards the kids or if this particular child or learner acted um, you know, improperly or unseemly, don't say I don't want him in my class, no, it doesn't work like that. Same applies when your colleague did something wrong, you don't act, you know, in appropriately to the extent that you can't talk to each other, you can't communicate anymore. Remember, we need each other, we must work as a team, working as a collective for the ultimate, good results.

R Can I ask you, sir, I believe, listening to you, that you've seen a lot of these outbursts of aggression between colleagues, but what in your opinion, what do you think uh triggers this in colleagues?

I Um ja, well I've seen most of them, it's the superiority complex. I've seen, you know, superiority complex. Some people think that whatever they think, however they view things is final. One must not interact, say I think you were wrong in this. Whatever they say to them is final and just like that. Now whenever someone interacts with what they said, [chuckles] they only interpret whatever the person is going to do because that person is not interacting with you but with what you said. If one is saying no, he's not saying no to you but to what you said, but now there's this particular notion of superiority complex, whereby one takes into account his um pride to say I won't surrender, I won't say yes, I was wrong, I'm happy that you corrected me. Now that's where this particular issue of aggression emanates there. It comes from there because now people, you know, won't agree to say I was wrong. Now whenever you say you're wrong, this, whatever you said is wrong, he thinks that you're undermining his integrity, not whatever he said.

R So am I understanding you correctly by you say then the people do not uh listen to the words and they're not focusing on the issue, but they are more attacking the person?

I You heard me correctly, that's the main challenge. Now you look at the persona. You must consider what is being said, not the person who said it. That's what we must take into account, but now you know, they will judge you even before you say something. Let's say I won't agree with this particular colleague, I undermine this particular senior, I undermine this particular campus manager to an extent that whenever he voices certain issues, I must, you know, I'm ruling on this issue, people still say no, forgetting that the person has got a form of authority there. He's the one to precede over the meeting [chuckles], to overrule over the ... you understand but now because of that particular superiority complex, you know, one says no, I can't surrender on this issue even if I'm wrong.

Now that creates, we go back to our concept of our aggression now. One become aggressive because I can't surrender even if I'm wrong. Now I was telling these other people to say you know, I'm teaching Communications here. You see, we have got now the issue of uh when we say communicate, communication is reciprocal on its own. Reciprocal means now it's a two-way process. Meaning that same applies with respect. Ma'am, at times you talked of what triggers this particular element of aggression. At times, some people, because you acted aggressively, one will also follow suit. Can you imagine as to what

the scenario will look like there, do you understand? That's the only thing. Now should this one act in an aggressive fashion and this one follows suit, what will happen. Now what about our profession there, what about our profession.

R I want to just ask you to elaborate a little bit on that where you say that um colleagues maybe feel superior in certain ways. Do you think that somehow that connects to favouritism within the environment of different colleagues and management?

I Um I don't know if I should support your statement. Favouritism, because now you know, let's go back to what I said on superiority complex. One does not consider what one has said, but he considers the person who said it. Now I've seen it many a times in our campus. Now that this one is my friend, I'm in favour of this one. Even if he says nonsense, I'll still agree with him. It goes back to the element of saying we consider who says something, not what he said. Now that creates some sort of aggression. If you check now, we're looking at you, you know, being against someone who said um, you know, things which are very constructive but you are against that particular person, right. But now you are saying yes to someone who says nonsense mainly because it's your friend.

Now it creates some barriers, you know. Those people who realise that whatever, acting out of proportion, they can also become aggressive against you. Now you've got these particular camps now [chuckles], say whoever's camp and whoever's camp there. Now can you imagine, ultimately, we will not get a conducive working environment as such.

R I understand that. Um I would like to ask you more. You say that um the conducive learning environment, so how do you perceive or experience this um colleague aggression going over into the teaching and learning culture? Do you think that it affects the students and the other colleagues in that programme or division?

I It does. Let's talk of the division, mam'. The division, at times, will be asked to develop some tasks. Hence one has said this is my senior but he won't tell me anything. Now this person has got the authority to give instructions to say guys, let's sit down and develop tasks. He allocated a task for you to develop, he said no, I won't develop it. Normally, we're asked to develop tasks and submit them, um maybe it's December. Submit them during December before we go for vacation for the following year, but people won't because of this superiority complex and some form of aggression and undermining the senior's integrity. They won't submit. Now again, towards the students, I've seen many a times

whereby a student will come to my class, say meneer, that man was aggressive as he was insulting us.

Um because to me, mam', for example, if a student failed, for a professional teacher, to me, I interpret it as a um professional crime, you know, like academic crime. If you say it, your student's say you are very stupid because you failed, because you know, we were taught different teaching methodologies. Say if the student fails, because I use this particular method, I must change and use another method. Now should you tell your student because he or she failed, you say you are so dull, you're stupid, uh to me, it's a crime in this profession because you're the one who must sit down and see um what other avenues, what other methodologies can I employ to make this person pass. Because our main um objective is to make these people pass. Now it should be through our own interventions, you know, to say how do we ultimately make these people pass. You get the point? But now for example, going to class unprepared, that also leads to the teacher becoming so aggressive because you know, people whom we're teaching, at times they're so wise to an extent that they prepare prior coming to class.

Now whenever they're asking questions, some lecturers, whatever, someone is asking them questions and they are without an answer, they ultimately [chuckles] become aggressive, do you understand? So you know, one becomes aggressive to a senior, one becomes aggressive to the learners. Do you understand? You know, at times I was telling this other um, you know, at times, we go see [unclear 00:20:33] [chuckles] gossip, I was just saying this individual does not belong to this profession. The way he's acting, he doesn't belong here, he doesn't belong to this profession because one fights the seniors, one fights the management, one fights the student, you know. Ja, people don't understand what kind of person is this one because we need each other here, we need the students, it's our clients.

We need each other as colleagues, but ultimately, you are angry with everyone. Ultimately, you don't talk to some of the colleagues. What kind of person now? Then you're supposed to sit somewhere in your office where it will be you and your computer there maybe, but not in this profession. Now this, again, speaks to how do we manage our anger, how do we manage our aggression. Do you understand, all of us here have got some form of, you know, aggression within us. [Chuckles] At times, we, like you said, some of the aggression is triggered by certain, by what people are doing unto us but now how do you manage that. At times with me, I prefer keeping quiet, I prefer keeping quiet, unlike become aggressive. You know, I only um confront the person, if you're the one whom I see that this one is not, you know, constructive, even if

I'm not content with one, whatever he or she has said, I consider the persona now [chuckles], I'll check what kind of personality is this particular individual. Then I'll confront that person, you know.

I've got some individuals with whom I interact, you know. Then even if they do some wrongs unto me, then I confront them because I know they will listen to me. Unlike someone who suffers from superiority complex, who won't even listen to me. You see? Now of course, you know, it's maybe um, he suffers from this thing of um prejudice, you know. Before you can even say something, because now you say ah not this one, he won't even tell me anything. Now there's no need for you to go and talk to him because you know he won't. Such people, like you said, need to be taken to these particular classes, thorough classes of anger management. Now the state is showing that in this profession, we have got this, you're going to come across this, this and this. Now considering whatever you're going to come across, those things are inevitable, you're going to come across them there, you're going to deal with them.

Now how do you manage how to deal with them because now you must go there knowing that I'm going to come across these things, how do I then now deal with them. They're unavoidable, how do you deal with them so that we ultimately create a conducive working environment or learning environment for this field.

R Or I think for not only for the students, but for the colleagues, all the lecturers and all the students, that we can work collaboratively, you know, and co-operatively.

I Exactly, because we really need to collaborate. Yes, like you said.

R All right. Um you said that you are teaching Communication?

I Communication, yes, mam'.

R Um I want to ask you how do you think communication or the way that people communicate um maybe approves some aggressiveness or that the lack of certain communication or the lack of understanding on how things are communicated or maybe the complete lack of communication influences aggression in people?

I Um mam', as I'm saying, communication is a reciprocal process. Now I said at times, um whenever you make submissions for the management for example, due to the lack of feedback, [chuckles] management at times don't give feedback, you know, promptly per se. Now this um prompts again, these people to act in an aggressive fashion. The lack of feedback, you know, whenever you transmit a message, whatever you're expecting is the feedback. Due to this particular element of

aggression, whenever you fail to get the feedback from the receiver, now you ultimately become aggressive. Now that comes back to what kind of personality are you, you understand? Now some people act very aggressively.

There is a difference between being discontent, dissatisfied and becoming aggressive. Some people, whenever they're discontent, they now act aggressively, but others, they're discontent, they just um make some follow-ups as to what now. Unlike become aggressively, attacking each other, not um whatever I want to say, sir.

R Have you ever personally experienced some aggression from a colleague?

I [chuckles] yes, I did. Um yes, these particular um colleagues, at times, you know, one will gossip about one. To understand, like I said I'm one person, I don't like fighting, I just feel like let me confront that person. Um normally, whatever I say with you, mam', about the other colleague, I can even say when the colleague is here. I don't know, we've got the constructive gossip [chuckles], I don't know but mam', that's how I normally do things.

R It's open and you share that.

I That's how I do things. Now one was becoming aggressive and whatever whatever, till I confronted and said um he only said I don't want to talk to you. You know, he went to an extent of now mobilising students against me. Um now that I was aware, when they came to my class, I addressed them to say you all come from different um backgrounds, but you're here for one common goal, that of passing. Not that of relationships with the lecturers here because now, in a way, I was teaching them, you see. It's not everything, whenever you receive a message transmitted to you, you don't say yes. You interpret what you've received so that you can get the meaning of what you received, you see. I received this but uh-huh it's uncalled for, I can't take this one but I'll take this one.

Now you choose as to what you take, but now I was telling them, say you guys could take everything because now it is being said by [unclear 00:28:59]. It shouldn't be like that. Even now they understand because I'm just an open person. Just like even the students act um unseemly, I don't become angry, you know. I'll talk to them, show that I'm not happy with what they said for that period. For that 10 minutes, address them, then I'm done, then I continue. That's how I do things. Ja, that's how I do things.

R Wow, no, that's good. Can I ask you maybe some of the last questions, if there is anything that you have observed about aggression on this campus between some colleagues that students also maybe have observed?

I Um yes, ma'am. You know, if you check, we have got some interns here. These people were our students maybe last semester, but now we're working with them. At times, they're with us in the staff room. Initially, we're still teaching them, now they're not aware. Now they come to the staff room. The way we address each other, the way we communicate, the way we interact, they just become surprised and these people are still friends to some of the students. This will escalate to the student and can you imagine, some of them, we still teach them and what I'm realised mam', again, some of these particular lecturers will even communicate whatever we were saying in the staff room with the student, that particular nonsense, whoever is nonsense.

Now this particular thing of um acting unseemly in the students, it comes from us. Mam', if you're the campus manager, you're my senior. Now in the faculty, say don't listen to ma'am', don't listen to ma'am'. Whenever they see you, they see that people who are not objective enough, not rational enough, so they take whatever I said to them as it is, raw as it is. See, we're told that person, we must not listen to her. Ultimately, they fail because you are there, you must teach them but somebody told them that they must not listen to you. Now if I'm saying I'm not going to listen to the campus manager, what is the meaning of that because in all the spheres of life, mam', there should be a senior somewhere, someone with authority there. Now don't check the person, check the authority. You understand?

R I understand. Do you then see that as a lot of disrespect?

I Yes, ma'am' if you're saying because I used to see this at the campus whereby one will disrespect, will communicate unseemly to the campus manager. Sometimes they'll even say do you mind coming to my office, they say I won't come to your office. With respect, sir, can you communicate this um in camera, one says no, I won't. You see, I went in front of these particular interns because now um this kind of aggression, I think, you know, it stems from somewhere. I wonder if it's the family background or whatever, I don't know. Yes, because I've realised that it stems from somewhere. It now escalates to this particular environment whereby this individual is uncontrollable. You try to talk to him, he doesn't understand, he doesn't. Now I think um whenever um you're doing projects of this nature, at times, you also need to ask people

about their background, investigate about their backgrounds, that you help them from a certain angle.

Because now if you're going to talk about the work environment, at times it won't lead you to the acquired results. If you ask them, you try to investigate about that particular individual, maybe you can get as to what it is that makes him act in that particular fashion, because you check that some of the um personalities, you know, the way that other people act stems from somewhere. Not here per se.

R Yes. Thank you so much, sir. Is there any other experience or observation that you want to share with me?

I No.

R Anything else that you want to share with me that you want to be part of this research and that needs to be mentioned?

I Um mam', like I said before, you must stress the point that people must not forget that there are certain things which are inevitable, that they came to this particular profession knowing that they're going to come across them. If they really forgot, uh mam', they need to be reminded. Now that you said I want to become a lecturer or a teacher, don't forget that you're going to come um, to meet people of different calibres and personalities there. Now it is for you to say how do I then confront these particular situations. Now take into account on how do you manage your anger, the aggression. One needs to become assertive, we all need to become assertive in this particular sphere, in this particular environment, unlike, you know, unable to control our anger and aggression. We all can become angry at some stages, but now the crux of the matter is how do we now manage this, be it that it was triggered or not, how do we manage it.

At times, you know, some emotions are triggered, yes, but how do we manage them. For a lecturer or for a teacher, that's very essential. You must not forget that. One more thing, you know, teachers must know that whenever one says no to what you said, he is not against you but against what you said, not you per se. Now this talks to the issue of now one undermining another person's integrity. No one undermines your integrity, but now questions, one is querying what you said. Not you. Now people see it as if one undermines one's integrity by saying no to what one has said. Now they need to learn now that when, for example, we interact, we interact with what you said, not with you. Now again, students, um lecturers must be aware of what they communicate with the students because we serve as role models here.

Like I said, there's now this legal obligation of a school being a legal person. Now this element of the concept of *um diligens paterfamilias* whereby this element of caring by the parents is now transferred to us during the day here. Now that's the only thing that we must do, but despite teaching them, we must also take care of them. Unlike feeding them with now whatever is not *um* appropriate. Yes, now in a sense, what I wanted to say ma'am, people must not forget that we've got different professions. In this profession, there are these things which are there, they'll be there until one goes on pension.

R [chuckles] that's true.

I Now how do you deal with them. That's it.

R The code of ethics and conduct.

I The code of ethics, ma'am'. Now if one is senior there, respect that particular authority vested on that particular person. A certain authority vested on that particular individual there. Whenever he or she *um* does something inappropriately, have a respectful way of confronting him. That's the challenge that we here. You know, *um* I remember one of the incidents when lecturers were discontent with *um* the principal, but the way submissions were made were inappropriate. You cannot go to a stand-off saying...you know, Mr. Principal, you're a fool. Do you understand, we don't go to the extent, you don't do that. Consider not the individual, the submission, which needs to be done within certain boundaries of respect.

We're angry, we're not content but now how do we, at times, the recipient of the submissions won't consider them, taking into account the way you communicated your submission to him or her. Now the issue of failing to manage the anger or the aggression, you know, can now lead to us failing in a lot of things. How do you think, the principal, after you said the principal, you're a fool, tomorrow, there is a senior position, the principal is interviewing there. Even if it's not an interview, mam', at some stages, I'll need the principal to recommend somewhere. How do I really go there. Remember, the principal is also, you know, a normal being.

R Ja, we all are.

I Now going there saying may you please help me, but yesterday, I said to him you are a fool. It goes back, ma'am', when I said we've got certain individuals who don't belong in certain professions. This is not a political *uh* grant. No, no, you know, we don't take whatever is done in the Parliament and want to come and do it here. No. Here we've got a certain code of *um* ethics, conduct here, do you understand. Unlike in the

Parliament when one will say something the way he or she wants. No, we don't do it that way. Mr. President, you're a thief, we don't say it here. We consider certain uh ethics here when we communicate. Thank you, mam'.

R Thank you uh colleague, you've made quite a valuable points and we are really going to follow up on that and um I'll come back to you. Thank you so much.



ANNEXURE E: REPORT FROM PROFESSIONAL QUALIFIED CODER - DR DOULINE MINNAAR

The experiences of aggression of colleagues on a campus of a TVET college

Alta Meiring PhD

March-April 2018

Dr Douline Minnaar's coding report

The process

The student conducted 10 interviews and also provided field notes as data. Data saturation occurred.

All the participants experienced some kind of aggression, observed it and was exposed to it as well. Aggression frequently forms part of staff meetings convened in the mornings, resulting in the participants having to start their working day with this disturbing experience in mind.

One of the participants even mentioned that he was afraid of losing his life, seeing that people in his culture become bewitched.

Some of them did share that their work environment was better to work in than the school system. One participant mentioned the occurrence of inappropriate dating in the workplace, as well as the level of jealousy among lecturers with regard to whose possessions are more luxurious. It seems that some lectures compare their workloads and lifestyles with those of their colleagues.

The participants strongly felt that aggression is inappropriate in a tertiary educational college milieu. They long for professionalism. Especially because they have to be role models for their students, they find disrespectful behaviour completely unacceptable. The main theme follows.

The main theme

They experience a flow of disrespect and a breakdown of communication at all levels in the college. They experience frustration with the unfairness and favouritism demonstrated in terms of workloads and benefits. They experience aggression as disturbing in the workplace, which is supposed to be a professional environment.

| THEMES | CATEGORIES | Quotes |
|--|--|--|
| They experience a flow of disrespect and a breakdown of communication at all levels in the college | The way in which Top Management disrespects them, undermines and breaks down communication and breaks down the staff's morale | <i>Aggression from all over ...</i> |
| | <ul style="list-style-type: none">- They do not give the needed feedback nor answer the questions submitted to them- They put continuous pressure on campus management to enrol students, even it is impractical- They lack efficient communication processes and as well as transparency regarding their strategies- They do not keep promises | <i>They think we are machine S...</i> <i>Over-enrolment of top management ...</i> |
| | Management shows disrespect and has poor communication skills | |
| | <ul style="list-style-type: none">- They are reluctant to find solutions to problems | |

- They do not give feedback to lecturers

- They pressurise lecturers to cope with an over-enrolment of students without providing extra support

Management reluctant to get solutions to problems ...

- They do not involve lecturers in decision-making

Staff meetings ... people act out ...

- They are not firm enough with subordinates

Management uses their power wrong ...

Lecturers' way of displaying disrespect

Senior staff ... no assistance from management ...

- They are confrontational and launch personal attacks during briefing meetings convened in the mornings

Miscommunication between lecturers and management ...

- They do not honour submission dates and arrive at work late

- They are disrespectful to senior staff members

Attacks are personal ...

- They sometimes mobilise students against each other and gossip about one other

Aggression is to management and students ...

- They are not involved in policy-making

- They undermine senior's integrity

Undercover fights ...

- They sometimes withhold certain learning material from their colleagues

They are late for work ...

Disrespect seniors ...

The students display disrespect

Unnecessary demands/questions in morning briefing ...

- They do not submit their assignments on time

- They take part in protest strikes

Staff on sort of strike ...

- They do not complete their assignments as required

Morning briefing ... they start firing ...

Young campus manager ...



Students don't complete assignments ...

Students strike ... no textbooks ...

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Strikes of students put pressure on management ...

They experience frustration with the unfairness and favouritism demonstrated in terms of workloads and benefits

Frustration with favouritism in spreading the workload and benefits allocated to only some departments

Huge intake ...

- The work is not equally divided on the timetable

Frustrations maybe could be part of it ...

- The constant inconsistencies among the different departments

Pressure from all over ...

Superiority complex ...

- Pressure from management and top management *Unfair ... some get more students ...*
- Some departments, as well as some subjects, require more admin, marking and preparation work *Unfair timetable ...*
- Some lecturers teaching part-time classes are allowed to claim while others are not *Some has lesser periods ...*
- The allocation of groups is unfair because some lecturers are over-burdened and others not *Work is not shared equally ...*
- They must sometimes work without any compensation *Certain subjects more difficult ...*
- They sometimes do not have the opportunity to apply for a certain post since it was not advertised *Not enough lecturers ...*
- The number of invigilation sessions are not spread equally *Theoretical subjects get more income ...*

Other factors contributing to the deep frustration levels are the following:

- Some differences between cultures are not tolerated very well
- The difference in age are emphasised by the young lecturers who have new and radical ideas
- Language differences

- Students who do not submit assignments on time *Hate our white colleagues ...*
- Racial factors and remarks
- Staff sometimes bring their personal problems to work *Culture ... bewitched ... afraid of being attacked ...*

They experience aggression as disturbing in the workplace, which is supposed to be a professional environment

They are disturbed by the aggression they observe and/or experience in the context of education

Education is foundation of life ...

- They strongly feel that they must act in a professional manner and not allow themselves to be demoralised
- They are supposed to be role models for the students
- They need to act within a certain scope of ethics
- They should not be controlled by their emotions

We are professionals! We're role models ...

We need to act with a certain scope of ethics ...

We serve as role models ...

Unresolved after morning briefing ...

Their needs to perform more professional are

- refresher courses in the methodology of education in order to be more efficient lecturers
- a grievance policy, and
- anger management.

Need classes of anger management ...

Some individuals are uncontrollable ...

We must learn to manage our anger ...

We need intervention ...

Not be controlled by emotions ...

Coping mechanisms that they use to cope with the aggression

- They avoid certain colleagues for long periods
- They withdraw, keep quiet and tiptoe
- They stop responding
- They never resolve the burning issues that cause the aggression

I prefer keeping quiet ...

People don't talk to each other for a long period ...

We try to avoid confrontation ...



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ANNEXURE F: EDITING CERTIFICATE

Between  lines editing

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(BA HONS)

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27 September 2019

To whom it may concern:

I hereby confirm that I have edited the dissertation entitled: “FACILITATION OF EDUCATORS TO MANAGE THEIR LIVED EXPERIENCES OF AGGRESSION AT A TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) COLLEGE”. Any amendments introduced by the author hereafter are not covered by this confirmation. The author ultimately decided whether to accept or decline any recommendations made by the editor, and it remains the author’s responsibility at all times to confirm the accuracy and originality of the completed work.

Leatitia Romero
(Electronically sent – no signature)

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PEG: Professional Editors Group (ROM001)
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SATI: South African Translators’ Institute (1003002)
SEPP: Society for Editors and Proofreaders (15687)
REASA: Research Ethics Committee Association of Southern Africa (104)